



CLEVELAND PUBLIC SCHOOLS
ELEMENTARY SCHOOLS

ASSIGNMENT OF WORK
TIME SCHEDULE
SUGGESTIVE PROGRAMS

FOR
1911-1912

BOARD OF EDUCATION
CLEVELAND, OHIO
1911



ASSIGNMENT OF WORK
TIME SCHEDULE
SUGGESTIVE PROGRAMS
FOR
1911-1912

WILLIAM H. ELSON
SUPERINTENDENT OF SCHOOLS

BOARD OF EDUCATION
CLEVELAND, OHIO
1911

*TIME SCHEDULE---1911-1912.

| | I | II | III | | IV | | V | | VI | | VII | | VIII | | Total Minutes per Week | Per Cent. of Total Time |
|-----------------------|-----|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------------------------|-------------------------|
| | | | Eng. | G. | Eng. | G. | Eng. | G. | Eng. | G. | Eng. | G. | Eng. | G. | | |
| Opening Exercises | 50 | 50 | 50 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 2700 | 24.77 |
| Reading | 500 | 500 | 440 | 310 | 150 | 150 | 255 | 175 | 215 | 175 | 240 | 120 | 240 | 120 | 705 | 6.46 |
| Spelling | 75 | 100 | 125 | 100 | 100 | 100 | 80 | 80 | 75 | 75 | 75 | 75 | 75 | 75 | 320 | 2.93 |
| Grammar | | | | | | | | | | | 160 | 160 | 160 | 160 | | |
| Language, Composition | 125 | 150 | 125 | 165 | 125 | 125 | 190 | 110 | 190 | 110 | 40 | 40 | 40 | 40 | 1025 | 9.40 |
| German | 75 | 100 | 100 | 100 | 100 | 200 | 90 | 200 | 75 | 200 | 75 | 160 | 50 | 160 | 665 | 6.10 |
| Writing | 60 | 215 | 225 | 240 | 240 | 240 | 225 | 225 | 245 | 245 | 225 | 225 | 250 | 250 | 1685 | 15.45 |
| Arithmetic | | | 30 | 40 | 40 | 40 | 40 | 40 | 80 | 80 | 135 | 135 | 135 | 135 | 460 | 4.22 |
| History | | | 45 | 160 | 160 | 160 | 200 | 200 | 200 | 200 | 90 | 90 | 90 | 90 | 785 | 7.20 |
| Geography | 75 | 85 | 85 | 85 | 85 | 85 | 80 | 80 | 80 | 80 | 80 | 80 | 80 | 80 | 650 | 5.96 |
| Music | 75 | 75 | 75 | 75 | 75 | 75 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 660 | 6.05 |
| Drawing | 50 | 50 | 50 | 50 | 50 | 50 | 60 | 60 | 60 | 60 | 100 | 100 | 100 | 100 | 520 | 4.77 |
| Manual Training | 15 | 15 | 15 | 15 | 15 | 15 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 180 | 1.65 |
| Physiology—Hygiene | 100 | 85 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 545 | 5.00 |
| Physical Training | | | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 75 | 10900 | |
| Recess | | | | | | | | | | | | | | | | |

a—Two (40) forty-minute periods per week to supplementary reading.

b—One (40) forty-minute period per week to supplementary reading.

c—Three (40) forty-minute periods per week to supplementary reading.

d—One (22) twenty-two minute period per week to composition.

e—One (40) forty-minute period per week to composition.

f—Manual training time deducted from the several studies pro rata.

*The Time Schedule for 1911-12 is the same as for 1910-11, and is based upon the average time given to each study in each grade of the schools of the following cities in 1908-09. Boston, New York, Philadelphia, Rochester, Cleveland, Cincinnati, Indianapolis, St. Louis, Chicago, Milwaukee and San Francisco.

TERM---PROMOTION

Classification.—Classification of pupils is made at the end of each twelve weeks. This grading is just to pupils since they have opportunity to be grouped in C, B, or A divisions of a grade.

Method of Grading.—The method of grading combines daily efficiency with efficiency in examinations. The teacher's estimate is valued two-thirds and results of examinations one-third. This method is rendered still more equitable to the pupil, through making each subject share the same responsibility in determining promotion as it shares in the daily time schedule.

Size of Divisions.—Principals are directed not to create divisions C, B, or A with a less number than fifteen pupils. No more than two divisions are to be assigned to a room. When two divisions are assigned, these should be consecutive, to wit, C and B, B and A, or A and C.

Adaptation of Instruction.—When two divisions are assigned to a room, there are separate classes in arithmetic and reading in all grades; in grammar in grades VII and VIII; in geography in grades IV, V and VI; in history in grades VII and VIII. In all other grades the two divisions in these studies are combined. All pupils in language, spelling, German, music, drawing, physical training, and physiology are taught in one class. In this way the old type of double grade is abolished.

Assignment of Work.—C divisions invariably take the C assignment of the course of study, B divisions the B assignment, A divisions the A assignment. Since promotion rests upon the teacher's estimate together with examinations, teachers will not follow assignments slavishly.

Examinations.—The examinations at the end of each term, exclusive of German, are limited to a period of two days. No pupil is permitted to write in any study more than one hour and a half on an examination. The number of examinations thus remains the same as heretofore, while the total time given to them during the year is decreased. Teachers are given school time in which to mark papers. Since the results are valued only one-third in determining promotion, examinations should not disturb either teacher or pupil.

Double Promotions.—In no case is a double promotion allowable unless the pupil has an average standing for the term of ninety per cent or above. Nor unless the pupil has the consent of the parent. And no pupil shall be given more than one double promotion within a school year. Nor shall the Principal give double promotions to more than one-third of her enrollment within a school year.

Non-Promotions.—A pupil is non-promoted whose average in all studies for the term is below seventy.

Administration.—This plan of promotion is best adapted to buildings having more than ten rooms. Ninety per cent of pupils are in larger buildings. Transfer of pupils not provided for in smaller buildings should be freely made to the larger ones. In this manner all pupils may share in the opportunities of this plan.

SUGGESTIVE PROGRAMS

FOR

1911-12

KINDERGARTEN

| A. M. | | P. M. |
|-------------|----------------|-----------|
| 8:30-8:55 | Opening Circle | 1:00-1:25 |
| 8:55-9:10 | March | 1:25-1:40 |
| 9:10-9:35 | Gift | 1:40-2:05 |
| 9:35-9:55 | Games | 2:05-2:25 |
| 9:55-10:20 | Occupation | 2:25-2:50 |
| 10:20-10:30 | Goodbye Circle | 2:50-3:00 |

FIRST GRADE—DIVISIONS

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|-------|------------------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 10 | 10 | 10 | 10 | 10 |
| | Conduct and Morals... | | | | | |
| 8:40 | Language | 7 | 7 | 7 | 7 | 7 |
| 8:47 | Reading | 15 | 15 | 15 | 15 | 15 |
| 9:02 | Writing | 15 | 15 | 15 | 15 | 15 |
| 9:17 | Reading | 15 | 15 | 15 | 15 | 15 |
| 9:32 | Physical Exercises and Games | 8 | 8 | 8 | 8 | 8 |
| 9:40 | Reading | 15 | 15 | 15 | 15 | 15 |
| | Word Study or..... | .. | 15 | 15 | 15 | .. |
| 9:55 | Physiology or | .. | .. | .. | .. | 15 |
| | Group Work* | 15 | 20 | .. | 20 | .. |
| 10:10 | Number Work | 20 | .. | 20 | .. | 20 |
| 10:30 | Dismissal. | | | | | |

*Fifty minutes of this time is taken from Reading time and 5 from spelling time.

P. M.

| | | | | | | |
|------|-----------------------------------|----|----|----|----|----|
| 1:00 | Language | 18 | 18 | 18 | 18 | 18 |
| 1:18 | Reading | 15 | 15 | 15 | 15 | 15 |
| 1:33 | Music | 15 | 15 | 15 | 15 | 15 |
| 1:48 | Reading | 15 | 15 | 15 | 15 | 15 |
| 2:03 | Games | 12 | 12 | 12 | 12 | 12 |
| 2:15 | Vocal Drill* | 5 | 5 | 5 | 5 | 5 |
| 2:20 | Reading | 15 | 15 | 15 | 15 | 15 |
| 2:35 | Drawing and Manual Training | 25 | 25 | 25 | 25 | 25 |
| 3:00 | Dismissal. | | | | | |

*The Vocal Drill Work is taken from the Spelling time.

I GRADE-DIVISIONS

Three-Fourths Day School

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|-------|------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | | | | | |
| | Conduct and Morals... | 10 | 10 | 10 | 10 | 10 |
| 8:40 | Word Study and Vocal | | | | | |
| | Drill | .. | 15 | 15 | 15 | 15 |
| | Physiology | 15 | .. | .. | .. | .. |
| 8:55 | Reading | 22 | 22 | 22 | 22 | 22 |
| 9:07 | Music | 12 | 12 | 12 | 12 | 12 |
| 9:29 | Reading | 22 | 22 | 22 | 22 | 22 |
| 9:51 | Games | 12 | 12 | 12 | 12 | 12 |
| 10:03 | Language | 18 | 18 | 18 | 18 | 18 |
| 10:21 | Writing | 12 | 12 | 12 | 12 | 12 |
| 10:33 | Reading | 22 | 22 | 22 | 22 | 22 |
| 10:55 | Number and Group | | | | | |
| | Work | 18 | 18 | 18 | 18 | 18 |
| 11:13 | Manual Training and | | | | | |
| | Drawing | 17 | 17 | 17 | 17 | 17 |

II-I GRADE—DIVISIONS

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|-------|-------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 10 | 10 | 10 | 10 | 10 |
| 8:40 | Phonics | 10 | 10 | 10 | 10 | 10 |
| 8:50 | Reading | 43 | 43 | 43 | 43 | 43 |
| 9:33 | Physical Exercises | 10 | 10 | 10 | 10 | 10 |
| 9:43 | Writing | 17 | 17 | 17 | 17 | 17 |
| 10:00 | Arithmetic | 15 | 15 | 15 | 15 | 15 |

Recess

| | | | | | | |
|-------|------------------|----|----|----|----|----|
| 10:30 | Arithmetic | 20 | 20 | 20 | 20 | 20 |
| 10:50 | Spelling | 17 | 17 | 17 | 17 | 17 |
| 11:07 | Reading | 23 | 23 | 23 | 23 | 23 |

P. M.

| | | | | | | |
|------|------------------|----|----|----|----|----|
| 1:00 | Language | 28 | 28 | 28 | 28 | 28 |
| 1:28 | Music | 16 | 16 | 16 | 16 | 16 |
| 1:44 | Games | 8 | 8 | 8 | 8 | 8 |
| 1:52 | Reading | 28 | 43 | 43 | 43 | 43 |
| 2:20 | Physiology | 15 | .. | .. | .. | .. |
| 2:35 | Drawing | 25 | 25 | 25 | 25 | 25 |

II GRADE—DIVISIONS

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|------|-------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 10 | 10 | 10 | 10 | 10 |
| 8:40 | Arithmetic | 43 | 43 | 43 | 43 | 43 |
| 9:23 | Physical Exercises | 10 | 10 | 10 | 10 | 10 |
| 9:33 | Spelling | 10 | 10 | 10 | 10 | 10 |
| 9:43 | Phonics | 5 | 5 | 5 | 5 | 5 |
| 9:48 | Reading | 27 | 27 | 27 | 27 | 27 |

Recess

| | | | | | | |
|-------|---------------|----|----|----|----|----|
| 10:30 | Reading | 35 | 35 | 35 | 35 | 35 |
| 11:05 | Drawing | 25 | 25 | 25 | 25 | 25 |

P. M.

| | | | | | | |
|------|------------------|----|----|----|----|----|
| 1:00 | Writing | 20 | 20 | 20 | 20 | 20 |
| 1:20 | Spelling | 10 | 10 | 10 | 10 | 10 |
| 1:30 | Language | 18 | 33 | 33 | 33 | 33 |
| 1:48 | Physiology | 15 | .. | .. | .. | .. |
| 2:03 | Games | 7 | 7 | 7 | 7 | 7 |
| 2:10 | Music | 17 | 17 | 17 | 17 | 17 |
| 2:27 | Reading | 33 | 33 | 33 | 33 | 33 |

II GRADE-DIVISIONS

Part Time School

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|-------|-------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 7 | 7 | 7 | 7 | 7 |
| 8:37 | Arithmetic | 30 | 30 | 30 | 30 | 30 |
| 9:07 | Spelling | 14 | 14 | 14 | 14 | 14 |
| 9:21 | Physical Exercises | 10 | 10 | 10 | 10 | 10 |
| 9:31 | Phonics | 5 | 5 | 5 | 5 | 5 |
| 9:36 | Reading | 44 | 44 | 44 | 44 | 44 |
| 10:20 | Recess | | | | | |
| 10:30 | Language | 20 | 20 | 20 | 20 | 20 |
| 10:50 | Writing | 15 | 15 | 15 | 15 | 15 |
| 11:05 | Music | 15 | 15 | 20 | 20 | .. |
| 11:05 | Physiology | .. | .. | .. | .. | 15 |
| 11:20 | Reading | .. | 40 | .. | 35 | 40 |
| 11:20 | Drawing | 40 | .. | 35 | .. | .. |

II-III GRADE—DIVISIONS

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|------|-------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 10 | 10 | 10 | 10 | 10 |
| 8:40 | Arithmetic | 44 | 44 | 44 | 44 | 44 |
| 9:24 | Physical Exercises | 12 | 12 | 12 | 12 | 12 |
| 9:36 | Spelling | 15 | 15 | 15 | 15 | 15 |
| 9:51 | Phonics | 5 | 5 | 5 | 5 | 5 |
| 9:56 | Reading | 19 | 19 | 19 | 19 | 19 |

Recess

| | | | | | | |
|-------|------------------|----|----|----|----|----|
| 10:30 | Reading | 35 | 35 | 20 | 10 | 10 |
| | History | .. | .. | .. | 20 | .. |
| | Geography | .. | .. | .. | .. | 25 |
| | Physiology | .. | .. | 15 | .. | .. |
| 11:05 | Drawing | 25 | 25 | 25 | 25 | 25 |

P. M.

| | | | | | | |
|------|----------------|----|----|----|----|----|
| 1:00 | Language | 28 | 28 | 28 | 28 | 28 |
| 1:28 | Music | 17 | 17 | 17 | 17 | 17 |
| 1:45 | Spelling | 7 | 7 | 7 | 7 | 7 |
| 1:52 | Writing | 20 | 20 | 20 | 20 | 20 |
| 2:12 | Reading | 48 | 48 | 48 | 48 | 48 |

III GRADE—DIVISIONS

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|------|-------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 10 | 10 | 10 | 10 | 10 |
| 8:40 | Phonics | 10 | 10 | 10 | 10 | 10 |
| 8:50 | Reading | 25 | 25 | 25 | 25 | 25 |
| 9:15 | Physical Training | 12 | 12 | 12 | 12 | 12 |
| 9:27 | Language | 28 | 28 | 28 | 28 | 13 |
| 9:40 | Physiology | .. | .. | .. | .. | 15 |
| 9:55 | Writing | 20 | 20 | 20 | 20 | 20 |

Recess

| | | | | | | |
|-------|------------------|----|----|----|----|----|
| 10:30 | Arithmetic | 45 | 45 | 45 | 45 | 45 |
| 11:15 | Spelling | 15 | 15 | 15 | 15 | 15 |

P. M.

| | | | | | | |
|------|------------------------|----|----|----|----|----|
| 1:00 | History and Geography. | 15 | 15 | 15 | 15 | 15 |
| 1:15 | Spelling | 10 | 10 | 10 | 10 | 10 |
| 1:25 | Reading | 26 | 26 | 26 | 26 | 26 |
| 1:51 | Music | 17 | 17 | 17 | 17 | 17 |
| 2:08 | Reading | 27 | 27 | 27 | 27 | 27 |
| 2:35 | Drawing | 25 | 25 | 25 | 25 | 25 |

III AND IV GRADE-DIVISIONS—GERMAN

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|------|-------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 5 | 5 | 5 | 5 | 5 |
| 8:35 | Arithmetic | 45 | 45 | 45 | 45 | 45 |
| 9:20 | Physical Exercises | 12 | 12 | 12 | 12 | 12 |
| 9:32 | Reading | 26 | 26 | 26 | 26 | 26 |
| 9:58 | Music | 17 | 17 | 17 | 17 | 17 |

Recess

| | | | | | | |
|-------|----------------|----|----|----|----|----|
| 10:30 | Language | 26 | 26 | 26 | 26 | 26 |
| 10:56 | Spelling | 14 | 14 | 14 | 14 | 14 |
| 11:12 | Writing | 20 | 20 | 20 | 20 | 20 |

P. M.

| | | | | | | |
|------|----------------------|----|----|----|----|----|
| 1:00 | Geography | 25 | 25 | 45 | 45 | 20 |
| 1:30 | History | 20 | 20 | .. | .. | .. |
| | Reading | .. | .. | .. | .. | 20 |
| | Physiology | .. | .. | .. | .. | 15 |
| 1:45 | Write Spelling | 10 | 10 | 10 | 10 | .. |
| 1:55 | Drawing | 25 | 25 | 25 | 25 | 25 |
| 2:20 | German (IV) | 40 | 40 | 40 | 40 | 40 |
| | Reading (III) | 25 | 25 | 25 | 25 | 25 |
| | Language (III) | 15 | 15 | 15 | 15 | 15 |

IV GRADE-DIVISIONS—ENGLISH

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|------|-------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 5 | 5 | 5 | 5 | 5 |
| 8:35 | Arithmetic | 48 | 48 | 48 | 48 | 48 |
| 9:23 | Physical Exercises | 12 | 12 | 12 | 12 | 12 |
| 9:35 | Spelling | 20 | 20 | 20 | 20 | 20 |
| 9:55 | Writing | 20 | 20 | 20 | 20 | 20 |

Recess

| | | | | | | |
|-------|------------------|----|----|----|----|----|
| 10:30 | Reading | 24 | 24 | 24 | 24 | 24 |
| 10:54 | Language | 36 | 36 | 36 | 36 | 21 |
| 11:15 | Physiology | .. | .. | .. | .. | 15 |

P. M.

| | | | | | | |
|------|------------------------|----|----|----|----|----|
| 1:00 | Geography and History. | 40 | 40 | 40 | 40 | 40 |
| 1:40 | Music | 17 | 17 | 17 | 17 | 17 |
| 1:57 | Reading | 38 | 38 | 38 | 38 | 38 |
| 2:35 | Drawing | 25 | 25 | 25 | 25 | 25 |

IV AND V GRADE-DIVISIONS—ENGLISH

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|------|-------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 5 | 5 | 5 | 5 | 5 |
| 8:35 | Arithmetic | 48 | 48 | 48 | 48 | 48 |
| 9:23 | Physical Exercises | 12 | 12 | 12 | 12 | 12 |
| 9:35 | Music | 16 | 16 | 16 | 16 | 16 |
| 9:41 | Reading | 24 | 24 | 24 | 24 | 24 |

Recess

| | | | | | | |
|-------|-----------------------|----|----|----|----|----|
| 10:30 | Language | 20 | 20 | 20 | 40 | .. |
| 10:50 | Drawing | .. | 40 | 40 | .. | .. |
| 10:50 | History | 40 | .. | .. | .. | .. |
| 11:10 | Physiology | .. | .. | .. | 20 | .. |
| 10:30 | Manual Training | .. | .. | .. | .. | 60 |

P. M.

| | | | | | | |
|------|-----------------|----|----|----|----|----|
| 1:00 | Geography | 36 | 36 | 36 | 36 | 36 |
| 1:36 | Language | 16 | 16 | 16 | 16 | 16 |
| 1:52 | Spelling | 16 | 16 | 16 | 16 | 16 |
| 2:08 | Writing | 19 | 19 | 19 | 19 | 19 |
| 2:27 | Reading | 33 | 33 | 33 | 33 | 33 |

IV GRADE-DIVISIONS—GERMAN

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|------|-------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 5 | 5 | 5 | 5 | 5 |
| 8:35 | Arithmetic | 48 | 48 | 48 | 48 | 48 |
| 9:23 | Physical Exercises | 12 | 12 | 12 | 12 | 12 |
| 9:35 | Spelling | 20 | 20 | 20 | 20 | 20 |
| 9:55 | Writing | 20 | 20 | 20 | 20 | 20 |

Recess

| | | | | | | |
|-------|------------------|----|----|----|----|----|
| 10:30 | Reading | 32 | 32 | 32 | 32 | 32 |
| 11:02 | Language | 28 | 28 | 28 | 28 | 13 |
| 11:15 | Music | .. | .. | .. | .. | 10 |
| | Physiology | .. | .. | .. | .. | 15 |

P. M.

| | | | | | | |
|------|------------------------|----|----|----|----|----|
| 1:00 | Geography and History. | 40 | 40 | 40 | 40 | 40 |
| 1:40 | German | 40 | 40 | 40 | 40 | 40 |
| | Reading | 25 | 25 | 25 | 25 | 25 |
| | Language Eng. (IV)... | 15 | 15 | 15 | 15 | 15 |
| 2:20 | Drawing | 25 | 25 | 25 | 25 | 25 |
| 2:45 | Music | 15 | 15 | 15 | 15 | 15 |

IV-V GRADE-DIVISIONS—GERMAN

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|------|-------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 5 | 5 | 5 | 5 | 5 |
| 8:35 | Arithmetic | 45 | 45 | 45 | 45 | 45 |
| 9:20 | Physical Exercises | 12 | 12 | 12 | 12 | 12 |
| 9:32 | Spelling | 18 | 18 | 18 | 18 | 18 |
| 9:50 | Language | 25 | 25 | 25 | 25 | 25 |

Recess

| | | | | | | |
|-------|-----------------------|----|----|----|----|----|
| 10:30 | Manual Training | .. | .. | .. | .. | 60 |
| 10:30 | Reading | 40 | 40 | 40 | 40 | .. |
| 11:10 | Music | 20 | 20 | 20 | 20 | .. |
| 11:10 | History | .. | .. | .. | .. | 20 |

P. M.

| | | | | | | |
|------|--------------------|----|----|----|----|----|
| 1:00 | Geography | 45 | 45 | 45 | 45 | .. |
| 1:00 | Composition | .. | .. | .. | .. | 40 |
| 1:45 | Drawing | 35 | .. | 35 | .. | .. |
| 1:45 | Writing | .. | 35 | .. | 35 | 25 |
| 2:05 | Physiology | .. | .. | .. | .. | 15 |
| 2:20 | German (V) | 40 | 40 | 40 | 40 | 40 |
| | Reading (IV) | 25 | 25 | 25 | 25 | 25 |
| | Language | 15 | 15 | 15 | 15 | 15 |

V GRADE-DIVISIONS—ENGLISH

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|------|-------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 5 | 5 | 5 | 5 | 5 |
| 8:35 | Arithmetic | 45 | 45 | 45 | 45 | 45 |
| 9:20 | Physical Exercises | 12 | 12 | 12 | 12 | 12 |
| 9:32 | Writing | 18 | 18 | 18 | 18 | 18 |
| 9:50 | Language | 25 | 25 | 25 | 25 | 25 |

Recess

| | | | | | | |
|-------|-----------------------|----|----|----|----|----|
| 10:30 | Reading | 30 | 20 | 15 | 15 | .. |
| 10:45 | Drawing | .. | .. | 45 | 45 | .. |
| 10:50 | History | .. | 40 | .. | .. | .. |
| 11:00 | Physiology | 30 | .. | .. | .. | .. |
| 10:30 | Manual Training | .. | .. | .. | .. | 60 |

P. M.

| | | | | | | |
|------|-----------------|----|----|----|----|----|
| 1:00 | Geography | 40 | 40 | 40 | 40 | 40 |
| 1:40 | Language | 13 | 13 | 13 | 13 | 13 |
| 1:53 | Spelling | 16 | 16 | 16 | 16 | 16 |
| 2:09 | Reading | 35 | 35 | 35 | 35 | 35 |
| 2:44 | Music | 16 | 16 | 16 | 16 | 16 |

V GRADE-DIVISIONS—GERMAN

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|------|--------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 5 | 5 | 5 | 5 | 5 |
| 8:35 | Arithmetic | 45 | 45 | 45 | 45 | 45 |
| 9:20 | Physical Exercises | 12 | 12 | 12 | 12 | 12 |
| 9:32 | Spelling | 16 | 16 | 16 | 16 | 16 |
| 9:48 | Reading | 27 | 27 | 27 | 27 | 27 |

Recess

| | | | | | | |
|-------|-----------------------|----|----|----|----|----|
| 10:30 | Manual Training | .. | .. | .. | .. | 60 |
| 10:30 | Drawing | 45 | .. | 45 | .. | .. |
| 11:15 | Music | 15 | 20 | 15 | 30 | .. |
| 11:00 | Physiology | .. | .. | .. | 30 | .. |
| 11:00 | Reading | .. | 40 | .. | .. | .. |

P. M.

| | | | | | | |
|------|-------------------|----|----|----|----|----|
| 1:00 | Geography | 40 | 40 | 40 | 40 | 40 |
| 1:40 | Writing | 18 | 18 | 18 | 18 | 18 |
| 1:58 | Language | 22 | 22 | 22 | 22 | 22 |
| 2:20 | German | 40 | 40 | 40 | 40 | 40 |
| | Reading | 40 | .. | 40 | .. | .. |
| | Composition | .. | 40 | .. | 40 | .. |
| | History | .. | .. | .. | .. | 40 |

V AND VI GRADE-DIVISIONS—ENGLISH

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|------|--------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 5 | 5 | 5 | 5 | 5 |
| 8:35 | Arithmetic | 47 | 47 | 47 | 47 | 47 |
| 9:22 | Physical Exercises | 12 | 12 | 12 | 12 | 12 |
| 9:34 | Spelling | 15 | 15 | 15 | 15 | 15 |
| 9:49 | Reading | 26 | 26 | 26 | 26 | 26 |

Recess

| | | | | | | |
|-------|-----------------------|----|----|----|----|----|
| 10:30 | Language | 15 | .. | 15 | 25 | .. |
| 10:30 | Physiology | .. | 30 | .. | .. | .. |
| 10:34 | Drawing | 45 | .. | 45 | .. | .. |
| 11:00 | History | .. | 30 | .. | 30 | .. |
| 10:30 | Manual Training | .. | .. | .. | .. | 60 |

P. M.

| | | | | | | |
|------|-------------------|----|----|----|----|----|
| 1:00 | Geography | 40 | 40 | 40 | 40 | 40 |
| 1:40 | Music | 16 | 16 | 16 | 16 | 16 |
| 1:56 | Composition | 27 | 27 | 27 | 27 | .. |
| | Language | .. | .. | .. | .. | 27 |
| 2:23 | Reading | 21 | 21 | 21 | 21 | 21 |
| 2:44 | Writing | 16 | 16 | 16 | 16 | 16 |

V AND VI GRADE-DIVISIONS—GERMAN

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|--------|-------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 5 | 5 | 5 | 5 | 5 |
| 8:35 | German (VI) | 40 | 40 | 40 | 40 | 40 |
| 8:35 | English (V) | .. | .. | .. | .. | .. |
| | Reading | 40 | 40 | .. | .. | .. |
| | Composition | .. | .. | 40 | 40 | .. |
| | History | .. | .. | .. | .. | 40 |
| 9:15 | Physical Exercises | 12 | 12 | 12 | 12 | 12 |
| 9:27 | Arithmetic | 48 | 48 | 48 | 48 | 48 |
| Recess | | | | | | |
| 10:30 | Language | 15 | 15 | 10 | 30 | .. |
| 10:45 | Music | 15 | 15 | 20 | 30 | .. |
| 11:00 | Drawing | 30 | 30 | 30 | .. | .. |
| 10:30 | Manual Training | .. | .. | .. | .. | 60 |
| P. M. | | | | | | |
| 1:00 | Geography | 40 | 40 | 40 | 40 | 40 |
| 1:40 | Spelling | 20 | 20 | 20 | 20 | .. |
| 2:00 | Writing | 20 | 20 | 20 | 20 | .. |
| 2:20 | Composition | .. | .. | .. | .. | 40 |
| 2:20 | Reading | 40 | 40 | 40 | 40 | 10 |

VI GRADE-DIVISIONS—GERMAN

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|--------|----------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 5 | 5 | 5 | 5 | 5 |
| 8:35 | German | 40 | 40 | 40 | 40 | 40 |
| | Reading | 40 | .. | .. | .. | .. |
| | Language, English Class .. | .. | 40 | 40 | .. | .. |
| | History | .. | .. | .. | 40 | 40 |
| 9:15 | Physical Exercises | 11 | 11 | 11 | 11 | 11 |
| 9:26 | Arithmetic | 49 | 49 | 49 | 49 | 49 |
| Recess | | | | | | |
| 10:30 | Composition | .. | 40 | .. | .. | .. |
| 10:30 | Drawing | 45 | .. | 45 | .. | .. |
| 10:30 | Physiology | .. | .. | .. | 30 | .. |
| 11:15 | Music | 15 | 20 | 15 | 30 | .. |
| 10:30 | Manual Training | .. | .. | .. | .. | 60 |
| P. M. | | | | | | |
| 1:00 | Geography | 40 | 40 | 40 | 40 | 40 |
| 1:40 | Language | 15 | 15 | 15 | 15 | 15 |
| 1:55 | Spelling | 15 | 15 | 15 | 15 | 15 |
| 2:10 | Writing | 15 | 15 | 15 | 15 | 15 |
| 2:25 | Reading | 35 | 35 | 35 | 35 | 35 |

VI AND VII GRADE-DIVISIONS—GERMAN

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|-------|-------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 5 | 5 | 5 | 5 | 5 |
| 8:35 | Arithmetic | 46 | 46 | 46 | 46 | 46 |
| 9:21 | Physical Exercises | 12 | 12 | 12 | 12 | 12 |
| 9:33 | Grammar and Language | 27 | 27 | 27 | 27 | 27 |
| 10:00 | Spelling | 15 | 15 | 15 | 15 | 15 |

Recess

| | | | | | | |
|-------|------------------|----|----|----|----|----|
| 10:30 | Geography | 30 | 30 | 30 | 45 | 45 |
| 11:00 | Drawing | 30 | 30 | 30 | .. | .. |
| 11:15 | Physiology | .. | .. | .. | 15 | 15 |

P. M.

| | | | | | | |
|------|-----------------------|----|----|----|----|-----|
| 1:00 | Manual Training (VII) | .. | .. | .. | .. | 100 |
| | Manual Training (VI) | .. | .. | .. | .. | 60 |
| | German | 40 | 40 | 40 | 40 | .. |
| | Reading | 40 | .. | 20 | 20 | .. |
| | Language | .. | 40 | .. | .. | .. |
| | History | .. | .. | 20 | 20 | .. |
| 1:40 | History | 30 | 30 | 30 | 30 | .. |
| 2:10 | Music | 15 | 15 | 15 | 15 | 15 |
| 2:25 | Reading | 20 | 20 | 20 | 20 | 20 |
| 2:45 | Writing | 15 | 15 | 15 | 15 | 15 |

VII GRADE-DIVISIONS—GERMAN

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|------|--------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 5 | 5 | 5 | 5 | 5 |
| 8:35 | Arithmetic | 45 | 45 | 45 | 45 | 45 |
| 9:20 | Geography | 18 | 18 | 18 | 18 | 18 |
| 9:38 | Physical Exercises | 12 | 12 | 12 | 12 | 12 |
| 9:50 | Drawing | 25 | 25 | .. | .. | .. |
| | Writing | .. | .. | 25 | 25 | 25 |

Recess

| | | | | | | |
|-------|---------------|----|----|----|----|----|
| 10:30 | Grammar | 30 | 30 | 30 | 30 | 40 |
| 11:00 | Reading | 30 | 30 | 30 | 30 | .. |
| 11:10 | Music | .. | .. | .. | .. | 20 |

P. M.

| | | | | | | |
|------|-----------------------|----|----|-----|----|----|
| 1:00 | History | 35 | 35 | .. | 35 | 30 |
| 1:35 | Spelling | 5 | 5 | .. | 5 | 10 |
| 1:40 | German | 40 | 40 | .. | 40 | 40 |
| | English | .. | .. | .. | .. | .. |
| 2:20 | Spelling | 10 | 15 | .. | 10 | 10 |
| 2:30 | Music | 30 | 25 | .. | .. | .. |
| 2:30 | Drawing | .. | .. | .. | 30 | .. |
| 2:30 | Physiology | .. | .. | .. | .. | 30 |
| | Manual Training | .. | .. | 120 | .. | .. |

Note—The twenty minutes lost for Manual Training are taken, five from spelling, five from music and ten from drawing.

VIII AND VII GRADE-DIVISIONS—GERMAN

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|------|--------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 5 | 5 | 5 | 5 | .. |
| 8:35 | Grammar | 40 | 40 | 40 | 40 | .. |
| 9:15 | Spelling | 5 | 5 | 5 | 5 | .. |
| 9:20 | Physical Exercises | 15 | 15 | 15 | 15 | .. |
| 9:35 | German | 40 | 40 | 40 | 40 | .. |
| 8:30 | Manual Training | .. | .. | .. | .. | 120 |

Recess

| | | | | | | |
|-------|------------------|----|----|----|----|----|
| 10:30 | Spelling | 10 | 10 | 10 | 10 | 10 |
| 10:40 | Arithmetic | 50 | 50 | 50 | 50 | 50 |

P. M.

| | | | | | | |
|------|------------------|----|----|----|----|----|
| 1:00 | History | 45 | .. | 45 | .. | 45 |
| 1:00 | Geography | .. | 45 | .. | 45 | .. |
| 1:45 | Music | 20 | 20 | .. | 20 | 20 |
| 2:05 | Writing | 25 | 25 | .. | .. | .. |
| | Drawing | .. | .. | 30 | 30 | 30 |
| 2:30 | Reading | .. | 30 | 45 | 25 | 25 |
| | Physiology | 30 | .. | .. | .. | .. |

Note—Five minutes lost from the spelling Wednesday A.M. are added to the reading Wednesday P. M.

VIII GRADE-DIVISIONS—GERMAN

A. M.

| Time | Recitations | Mon. | Tues. | Wed. | Thurs. | Fri. |
|------|--------------------------|------|-------|------|--------|------|
| 8:30 | Opening Exercises | 5 | 5 | .. | 5 | 5 |
| 8:35 | Grammar | 40 | 40 | .. | 40 | 40 |
| 9:15 | Spelling | 5 | 5 | .. | 5 | 5 |
| 9:20 | Physical Exercises | 15 | 15 | .. | 15 | 15 |
| 9:35 | German | 40 | 40 | .. | 40 | 40 |
| | English | .. | .. | .. | .. | .. |
| | Manual Training | .. | .. | 120 | .. | .. |

Recess

| | | | | | | |
|-------|------------------|----|----|----|----|----|
| 10:30 | Spelling | 10 | 10 | 10 | 10 | 10 |
| 10:40 | Arithmetic | 50 | 50 | 50 | 50 | 50 |

P. M.

| | | | | | | |
|------|------------------|----|----|----|----|----|
| 1:00 | History | 27 | 27 | 27 | 27 | 27 |
| 1:27 | Geography | 18 | 18 | 18 | 18 | 18 |
| 1:45 | Music | 20 | 20 | .. | 20 | 20 |
| 2:05 | Writing | 25 | 25 | .. | .. | .. |
| | Drawing | .. | .. | 30 | 30 | 30 |
| 2:30 | Reading | .. | 30 | 45 | 25 | 25 |
| | Physiology | 30 | .. | .. | .. | .. |

Note—Five minutes lost from the spelling Wednesday A. M. are added to the reading Wednesday P. M.

ASSIGNMENT OF WORK

FOR

1911-12

The following is an assignment of work and not a course of study in the accepted sense of that term. The aim is to make definite the work of each subject in each grade. This outline, it will be observed, is flexible, making possible the adaptation of instruction to the varying needs of children. The assignment will, it is believed, make clear to teachers the field to be covered and relieve them of uncertainty with regard to what is to be attempted.

Very truly yours,

William H. Elson,
Superintendent of Schools.

KINDERGARTEN

LANGUAGE TRAINING.

The Kindergarten Program includes the whole round of child life experiences both material and spiritual and as the chief medium of expression of this all-sided experience is Language, we assemble under this title these various types of experience and show forth their interaction in the process of development of the child as follows:

I Subject Matter

- (a) As experienced in the actual life of the children
- (b) As reflected in stories of child life in History and Literature
- (c) As portrayed ideally by the Mother Play and other stories and poems adapted to this purpose
- (d) As expressed in the Games and Plays
- (e) As illustrated and expanded by the Gifts and Occupations

- (a) Objectively, by means of seeds, plants, flowers, animals, birds and insects
- (b) Concretely, through pictures, stories, poems, songs and games
- (c) Manually, by means of Sand Table exercises and other material representations

II Modes of Presentation

1 THE CIRCLE WORK

- (a) The Morning Talk should be so organized as to accomplish a progressive development of the child's consciousness of the meaning and purpose of his daily experience and a gradual enlargement of his store of ideas and a widening of his horizon.

These conversations are to be based upon:

- (1) The family and home activities; pets and domestic animals, etc., and upon incidents in the community life of the neighborhood and school.
 - (2) Such stories of other children in history and fiction as will serve to reflect and interpret the child's own life.
 - (3) The Mother Play Stories designed to present the world-view to the child, portraying life in idealized form; and to implant ideals of conduct and set standards of motive and action from both the individual and social point of view.
 - (4) Such of the topics in the Nature Study as touch the child's daily life and give opportunity for observational and conversational work.
- (b) The songs and games
- (1) Representative or symbolic songs and games: These should be organized along the same lines and correlated with the subjects presented in the Morning Talks to illustrate them in more concrete experiences and thus make them more clear and definite and deepen the impression.
 - (2) The physical activity and rhythmic games are designed to accomplish the training of the body and also to contribute to social development, and therefore should enter into the organization of the program with this double purpose in view.

2 TABLE WORK

- (a) The Gifts may serve the double purpose, first of introducing and developing facts and laws of material life while symbolizing spiritual laws; and second, of giv-

ing expression, by means of "proscriptive, following and creative" exercises, to the ideas presented in the Circle Work.

This phase of the work must be carefully thought out and planned by the Kindergarten; no prescribed outline can be given, as the schools have differing conditions which call for varying applications.

- (b) The Occupation Work should serve to illustrate topics selected from the whole range of activities. It affords the child his best opportunity for self-expression.

III Special Training Exercises

Definite progressive training in Language to be given by means of special exercises as well as in the daily expression of the developing ideas of life and the ideals of conduct. These should be given in both Circle and Table Work.

1 TRAINING IN CORRECT HABITS OF SPEECH

- (a) Train for power to articulate—to use the tongue, lips, palate, throat and to breathe correctly; wrong practice noted and corrected.
- (b) Training given daily in distinct enunciation and correct pronunciation.
 - (1) By means of conscious imitation of the teacher as model.
 - (2) By definite pronunciation and phonic exercises in form of games.

2 BUILDING A VOCABULARY

This should begin in the earliest days in school, especially during the Gift and Occupation work. Beginning with giving the children words for form, color, shape, size, motion, position, direction, etc., and with a distinct purpose of building a vocabulary, the teacher should teach the new words for the new ideas presented each day.

3 NUMBER SENSE TRAINING

By repeated experiences with number as an attribute of material things the children become awakened to the consciousness of the number element. This forms the beginning of the development and training of the number sense, which is incident to those exercises where number is a noticeable feature, as in Gift and Occupation work, or where it naturally enters into consideration, as in the Games and Plays.

No formal training in number processes is to be given; nor in counting. But in the course of the year the children will come to recognize, through these many repeated occasions for use of this "experience-knowledge" such number facts as the grouping

of 2's, 4's, 3's, and 5's. They will begin to discern relative values of groups. They will begin to find smaller groups in the larger group, and vice versa, and even and uneven groups. They will, through need for using them in their hand work, learn the half and perhaps the fourth of the unit.

This entire work is for the definite purpose of the development of the number sense and no exact formulations nor any arithmetical processes are to be attempted.

4 TRAINING IN HARD WORK

See Drawing.

5 TRAINING IN MUSIC

The aim of the music work in this grade, is to cultivate the self-control of the child and to give him power to express himself through rhythm and melody.

Rhythm—This should be individual at first, followed by concerted work. Kindergarten procedure, which includes such exercises as the following, may be used for this work:

Marching regularly to music

Clapping, running, skipping on toes, and bending regularly to music

Make rhythmic movements with arms, head or feet in time to music

Use rhythmic games

Teacher tap, then children describe taps by saying, and then singing, loud, soft; or loud, soft, soft and develop grouping.

Pitch—Children should learn to sing simple songs by imitation. The teacher should use her pitch-pipe in teaching these songs in the circle. If the piano is used, to assist in the work, teach the songs in such a way, that when learned the children may sing them independent of the piano.

Choose short songs. Teach the following by means of games: The octave tones; the do chord, descending scale songs, such as

8 7 6 5 4 3 2 1

I hear the rain drops patter down.

Give music games for training to distinguish between loud and soft, high and low.

Pay particular attention to tone quality.

Monotones—The so-called monotone and children who have not found their pitch are helped most, by individual work. Working with these children is one of the problems of the kindergarten. A convenient way to organize for this is to divide the class

into three divisions:—normal, those in the transition stage, and those which, for convenience, we call monotones; then work high and low do, whistle and imitate birds, etc., then advance the children from class to class as they improve. All this work may be done in the form of games.

CONDUCT AND MORALS

First Grade and Kindergarten

Truthfulness in both word and deed—(Leading to sincerity and honesty)

Loving-kindness to all Living Creatures—Kindness to one another, care and protection of dumb animals: (Leading to sympathy, and through the sympathies to the exercises of unselfishness, up to self-denial and on to the heights of self-sacrifice).

Regard for the Property of Others—(Leading to conscious and self-determined honesty.)

Regards for the Rights of Others—This is one of the first things that need to be impressed on the child when he enters the social group of the school.—(This leads ultimately to a sense of justice.)

Obedience to Parents and Teachers—(Looking towards respect for authority and abiding by law.)

Conformity to School Regulations—The interests of the school as a community are involved and exemplified in the daily operation of the school; these interests should be emphasized by conversations on the necessity for such general regulations as come within the actual experience of the children; such as, tardy bells, recess bells, fire drill, marching out in lines, etc.

Since the chief business of the school is character building these following fundamental ideals of the conduct of life should be early implanted; they should be the working basis of the life of the school and the home, reaching out into the social life of the community in so far as the child experiences it.

This development and training is sought to be accomplished by means of the many concrete examples occurring in the daily life of the children at school, at play and in the home; by song and games of ethical purpose and by incidents found in biography, history and fiction. In addition to these sources of exemplification, stories and poems must be given which embody, in more or less concrete form, spiritual and ethical ideas that thrill these young hearts and stir the emotions.

These are supplied for both the Kindergarten and the First Grades by the Mother Play and by the stories and poems in the lists compiled by the Primary Teachers.

FIRST GRADE DIVISIONS

READING

C Assignment

Blackboard reading lessons based on C Language lessons.

Appletons' Reading Charts to Chart 25.

Appletons' First Reader; ability to read to page 18.

Selections from Supplementary Readers to correlate with the Language Work.

Rhymes and Jingles which have been memorized used to aid in the sight reading.

Phonics—First half term: Oral only; sounding games. Children to be able to distinguish a word when sounded, also to sound words for others to distinguish. Second half term: Children to be taught to "sound out" written or printed words in the short sounds of a, e and i; the use of phonograms and blends to begin at once and be carried on throughout; phonics applied to the study of the reading lesson.

B Assignment

Blackboard lesson to follow the B Language work.

Appletons' Chart finished.

Appletons' Reader; ability to read to Part Second.

Sprague's Reader; ability to read within first 50 pages.

Selections from Supplementary Readers; to correlate with the blackboard lessons.

Rhymes and Jingles, Poems, etc., used as in First Term.

Phonics—The long sounds of vowels used in phonograms; blends; exercises in word building; alphabet learned by rote; continued application of phonics to the study of the reading lesson.

A Assignment

Blackboard lessons to follow the A Language Work.

Appletons' and Sprague's Readers completed; ability to read with ease and fluency.

Selections from Supplementary Readers as before.

Rhymes, poems, etc., as in previous terms.

Phonics continued and progressive word building exercises; ability to readily sound out words within the range of phonograms and blends taught.

WORD STUDY

Word Study exercises to be given throughout the year with the combined purposes of (1) building up a vocabulary for the reading, (2) building up a vocabulary demanded by the rapidly

acquired power of written expression, (3) developing the child's power to acquire for himself new words, (4) memorizing written word-forms (spelling) as follows:

Imaging Name Words—Objects and outline pictures used to teach all name words; action plays with some of the verbs; colors with names of colors, etc.

Visualizing Exercises—The quick recognition and reproduction in writing of words, phrases, and short sentences for training the eye-memory.

Building Words—From phonic elements and syllables, oral and written, to increase the vocabulary for both reading and written work (spelling).

(Classes of words which have many variations, as words in *ei*, *ie*, and *ea*, should not be used in these exercises.)

Vocal Drill—Exercises in correct pronunciation, clear enunciation and proper use and exercise of the vocal organs given daily.

Oral Spelling—Incidental only in the first term. After the children have become well established in sounding, the teacher begins incidentally to spell orally words as she writes them upon the board. The children soon begin to spell the words they wish to ask help upon.

In the second and third terms the words which are to be memorized (learned to spell) are to be given in a combination of visualizing and oral spelling exercises (but not with phonics), supplementary to their presentation and use in Language and Reading.

Writing Dictated Sentences—The written practice and tests should not at any time in the First Grade be given as tests of separate and unrelated words, but should be given always in sentences which are a part of the day's thought.

C Assignment

The following 15 words are to be used in sentences for dictation only after they have become familiar by use in the reading lessons. Use very simple sentences for dictation taken from the Language-Reading lessons and given as copy work before being dictated.

Am, my, he, she, have, has, boy, this, saw, him, his, her, pretty, like, our.

B Assignment

Sentences incorporating these 28 words given in dictation exercises as outlined in the A Assignment.

Oral Spelling: given only in connection with the visualizing exercises to aid in the fixing of the picture memory. .

Made, name, good, kind, of, very, was, one, two, house, you, girl, first, bird, does, they, them, some, come, love, little, from, ears, hear, with, went, are, their.

A Assignment

Sentences founded on the Language work incorporating these 45 words given as dictation exercises.

Visualizing and Oral Spelling exercises used as in the previous assignments.

Test upon and repeat difficult words in the A and B Assignments. These words should be mastered by the end of the year.

The final and practical test will be the child's ability to write the words correctly in expressing his thought in original sentences.

All, give, lives, what, white, which, when, then, here, there, where, been, were, every, eight, sure, your, says, said, know, grows, sure, school, warm, nice, walk, eyes, flower, leaves, for, new, write, book, blue, read, four, put, off, could, would, should, stem, any, many.

LANGUAGE WORK AND COMPOSITION

I Subject Matter

The child's thinking is mainly concerned with the experiences of his daily life, the mental and the spiritual, as well as the material aspects of it, and in order to co-ordinate the development of ideas of life and ideals of conduct, with the power of expression, we organize these various phases of activities and environment as the subject-matter for language training under the topics: the Social World, The Nature World and Literature.

C Assignment

1 THE SOCIAL WORLD—CHILD LIFE

- (a) Real life conditions and experiences of the class; the home; the family; the house; furnishings of the house; the school; the school room; furnishings. The ethical view point as well as the material side, presented and emphasized.

See also Conduct and Morals page ...

- (b) Hiawatha's childhood; the above conditions and experiences of real life to be presented in contrast with Hiawatha's that they may be illuminated and reflected thereby.

- * (c) Children in history—to celebrate the national festivals; the Story of Columbus; of a Puritan child and Thanksgiving Day; the story of Tiny Tim or other Christmas story; comparisons of the home of these children with our own.

2 LITERATURE

Nursery Rhymes and Poems, Myths, Folklore or other stories read or told with this three-fold purpose (a) to illuminate ideas of life and form the mind, (b) to create ideals and touch the spirit, (c) to cultivate a taste for the best in literature. Two short poems and two short quotations memorized. See Primary Teachers' List.

3 THE NATURE WORLD

Seasonal: See Nature Study.

B Assignment

1 THE SOCIAL WORLD—CHILD LIFE

- (a) Real life conditions and experiences; clothing studied through comparisons with the clothing of children in other countries; by whom provided; where procured, made by whom. The ethical view point presented as well as the material side; see also Conduct and Morals page ..
- (b) Hiawatha's childhood: correlated with real life experiences as in the C Assignment.
- * (c) Children in History: stories of the childhood of Washington and Lincoln; their clothing contrasted with one another's and with our own.

2 LITERATURE

As in C Assignment.

3 THE NATURE WORLD

Seasonal: See Nature Study.

A Assignment

1 THE SOCIAL WORLD—CHILD LIFE

- (a) Real life experiences and conditions. Our food, by whom provided; how and where obtained; marketing: the grocery, bakery and meat market; how children may help the father and mother; see also Conduct and Morals, p. —.
- (b) Hiawatha's childhood correlated with the real life experiences as in A and B Assignments.
- * (c) Children in history: the childhood of Gen. Grant in his Ohio home, given in connection with the Memorial Day Celebration.

2 LITERATURE

As in previous assignments.

Two or more poems and four short quotations memorized.

3 THE NATURE WORLD

Seasonal: See Nature Study.

II Language Training**1 ORAL WORK**

All terms. This includes all the conversations and other oral exercises based on the subject-matter; being a training in skill and not for the attainment of knowledge. All the points noted below are to be a part of the training of each term.

- (a) The child should be trained in the ability and habit of giving free and full expression to his thought.
- (b) He should be trained to use his voice so that his audience can hear with ease.
- (c) He should be trained to think through his sentence before giving it.
- (d) He should be trained to respond without embarrassment when corrected in speech and to repeat automatically the correct form given by the teacher; common mistakes should be systematically corrected.
- (e) In Social World is to be given according to the time of year, i. e., Columbus, etc., in the Fall; Washington, etc., in the Winter, and Grant, etc., in the Spring.
- (f) In narration he should be given training in going from point to point in logical succession.
- (g) In description he should be given training in "making a picture."

2 WRITTEN WORK**C Assignment**

First six weeks blackboard work only; second six weeks blackboard and desk work with paper and pencil:

- (a) Writing phrases composed of one or more words and outline pictures, as: a (top); a (chair) and a (table).
- (b) Writing sentences composed of phrases and outline pictures, as: This is a (flower).
- (c) Copying short elliptical sentences on a given subject; and supplying pictures for the omitted word.
- (d) Learning through copying and writing sentences to use capitals at the beginning of sentences, for the pronoun I and proper names, also the period.

B Assignment

Blackboard and desk work:

- (a) Copying elliptical sentences on a given subject and
 - (1) Supplying words from a given list of words.
 - (2) Adding one and later two or more original sentences.
- (b) The class composition given for training in written expression.
- (c) Capitals and punctuation as in the C Assignment.

A Assignment

Blackboard and desk work:

- (a) Copying of given elliptical sentences and adding two or more original sentences.
- (b) Class compositions for special training on the form side of written expression.
- (c) Writing short simple narrations and descriptions based on child life experiences; on stories from History and Literature and on Nature Study.
- (d) Capitals and Punctuation as in previous assignments; learning to use the interrogation point.

NATURE STUDY

I Types of Lesson

1 GENERAL OBSERVATION LESSONS

- (a) Upon any interesting nature object of sufficient size for the class to see and enjoy, such as flowering plants or branches of trees and shrubs.
- (b) Any form of animal life of such nature as to afford opportunity for the study of homes, habits, activities, as birds, colonies of ants, aquarium life.
- (c) Lessons upon earth, sky and the weather.

These constitute the subject-matter for directed observations, both within and without the school room. They are also the basis of conversational lessons and afford opportunity for class exercises in narration of experience in descriptions, in records of observations, both written and pictured.

2 INDIVIDUAL OBSERVATIONS

Upon any nature objects available in sufficient number to supply each member of the class or section of the class.

For this work it is absolutely necessary for each child to have the object in his own possession—to handle, feel, touch, smell, to look at, examine, investigate and think about.

The Nature Work is to be further developed by means of stories, myths, poems, songs and games and gardening work; illustrated and expressed by means of painting, drawing, modeling, cutting or tearing. (See Drawing Department Outline.)

II Subject-Matter

As the Nature Study must of necessity be seasonal the subject-matter is here organized by seasons—the instruction in kind and amount to be adapted to the particular class.

Fall

ANIMAL LIFE

Birds and pets.

PLANT LIFE

Fall flowers, leaves, seeds, nuts, etc.

A tree, a growing plant.

The school window-garden.

EARTH AND SKY

Talk about the city and country; sunshine and clouds; autumn haze; rain and storms.

Winter

ANIMAL LIFE

Aquarium life; pets; sparrows.

PLANT LIFE

Observe a tree in winter; a growing plant; root vegetables; fruits.

EARTH AND SKY

Snow and ice; sunrise and sunset.

Spring

ANIMAL LIFE

Return of the birds; awakening insect life; pets.

PLANT LIFE

Twigs and buds; spring blossoms; grass and clover; seeds and seedlings grown in school window boxes and at home.

EARTH AND SKY

The sod, the soil (in gardens); parks or gulleys; March winds; April showers; the moon and stars.

The Baltimore Nature Study Pamphlet I, contains excellent and helpful suggestions for lessons.

WRITING

Simple movement drills
Frequent blackboard drills
Letter forms
Figures
Pencil and paper
Spencer's Practical Writing Book No. 1.

NUMBER STUDY

Observational study of the number element conspicuous in the various objects in each day's activities. This includes Reading, Language, Nature Study, Handwork and games.

Special exercises for using and concretizing through this use the number facts within the child's grasp by means of cubes, tablets, sticks and other objects; and pictures of these and other objects; paper folding, cutting and also construction work in correlation with social life study.

This entire work is for the definite purpose of developing the number sense and no abstract formulations of arithmetical processes are to be attempted.

C Assignment

The daily observation of number facts occurring in all the lessons and activities of the school.

Grouping of 2's to 10; of 3's to 9; of 4's to 8 with cubes, tablets, sticks, other objects and by means of paper cutting and folding.

Exercises in comparing the following groups of objects to discern relative values: 2 and 4; 3 and 6; 4 and 8; 1,3; 1,4; 1,5; 2,3; 2,5; 3,5; correlation with drawing and handwork by means of the folding sheet.

B Assignment

Daily observational study of number facts occurring in all the lessons and activities of the school.

Grouping of 2's to 12; of 3's to 12; of 4's to 12; by means of cubes, tablets, sticks, other objects and pictures, and paper folding and cutting and construction work.

Exercises in comparison with objects with the following even groups, finding the relative values: 2,4; 4,8; 3,6; 5,10; 6,12; also the uneven groups 2,3; 2,5; 3,5; 3,7; 4,7; 5,7; 5,9; 6,8; 6,9; 6,10; 7,9; 7,10; correlate with the handwork and drawing.

Exercises in measuring with the foot rule: Measuring books, tablets, etc.; school furniture, school windows, windows, blackboard, etc. Measuring length and width and comparing.

Exercises with the dozen, the half dozen; the nickel and the dime, in the form of games.

A Assignment

Daily observational study of number facts as in previous assignments.

Finding of 2's, 4's, 8's in 16; of 3's, 5's in 15; by means of cubes, tablets, sticks, pictures, paper folding and cutting and ruling in correlation with drawing and construction work.

Exercises in comparison of even groups of objects as above, finding the half and fourth; also comparison of uneven groups in numbers under 16; correlate with handwork and drawing.

Exercises in measuring with foot rule and yard stick; with pint and quart measure; weighing with pound and half pound. These exercises to be given in the form of games.

Recognition of figures representing numbers; reading numbers to 50 applied to pages in books, numbers of streets, etc.

Simple statements, expressing actual operations made with objects, by means of figures and words; as 4 and 4 are 8; two 4's are 8; 8 less 4 is 4; in 8 there are two 4's.

MUSIC

Classes consisting of one division, will take the regular assignment for such division.

C and B division classes will take C assignment.

B and A " " " " B "

A and C " " " " B "

When the A division of one grade and the C division of the next grade above are in one class take the work of the **lower grade**, excepting where a change of text book occurs, in which case, take the C assignment of the **upper grade**.

C Assignment

Uniting of tone.

Unconscious rhythm obtained through action songs.

Do chord.

Besides the songs assigned, teachers may use any song from the books named on page 45 of Handbook.

First grade teachers will please read and use the suggestions on pages 4 to 12 inclusive, also "The Modulator," pages 14 to 16 inclusive, of the Handbook.

B Assignment

Sol chord added to Do chord—Handbook, page 21.

Rhythm—Use as much originality as possible. Handbook, page 12.

Use songs from lists previously sent out; be sure to pitch songs high enough.

A Assignment

Fa chord added to Do and Sol chords—Handbook, pages 22 and 23. Written work, pages 40 and 41.

Rhythm—page 18 (time names). Avoid repetition in the study of intervals in modulator pointing.

Songs for A, B and C Divisions

WINTER SONGS

| | | |
|---------|---------------|--------------------------|
| Page 10 | First Melodic | Putting the World to Bed |
|---------|---------------|--------------------------|

SPRING SONGS

| | | |
|---------|---------------|------------------------|
| Page 7 | First Melodic | "In the Month of May." |
| Page 8 | " " | Over the Way |
| Page 40 | " " | It Is Spring |
| Page 21 | Gaynor No. 2 | Buttercups |
| Page 31 | " " | Water-Lilies |
| Page 10 | Gaynor No. 1 | The Bird's Nest |
| Page 82 | " " | Tulips |
| Page 79 | " " | Pussy Willow |
| Page 80 | " " | The Violet |

SONGS THROUGHOUT THE YEAR

| | | |
|---------|---------------|---------------------------|
| Page 97 | Gaynor No. 1 | See Saw |
| Page 6 | First Melodic | Three Little Pigs |
| Page 7 | " " | Rain and Sun |
| Page 7 | " " | Dreams |
| Page 8 | " " | The Dream Peddler |
| Page 12 | " " | The Robin and the Chicken |
| Page 14 | " " | Every Sunny Hour |
| Page 39 | " " | Busy Bee |
| Page 82 | " " | Indian Lullaby |
| Page 41 | " " | The Ginger Cat |
| Page 32 | " " | Marching Songs |
| Page 32 | Gaynor No. 1 | Marching Songs |

DRAWING AND APPLIED ART**Fall****September and October**

Paper-tearing—Trees of different kinds. Arrange on the board to represent woods or orchard.

Draw trees on the blackboard. Single trees and groups of trees.

Illustrative drawing. Stories of Hiawatha, etc.

Paper-cutting—Fruit. Draw fruit on the board.

Make landscapes, blue sky and green ground. Colored crayons.

Make a water wash, then a light blue wash to represent sky on a sunny day.

Make a green wash to represent a field.

Paint a landscape, blue sky and green ground.

Illustrative drawing in language study.

November

Paper-tearing—Leaves

Make units of design from leaves or other simple forms. Suggestions: Book 4, pages 89, 90; Book 1, page 58. Save.

Autumn landscapes, sky and ground. Colored crayons, water-colors.

Illustrative drawing.

Winter**December**

Winter landscapes.

Fold a calendar-back. Cut landscapes of previous lessons into appropriate sizes and shapes for the calendar-back. Paste, studying carefully the placing of the calendar and landscape. Suggestions: Book 3, page 66.

Make borders of leaves. Suggestions: Book 1, page 58.

Use the borders for book-markers. September entries omit this.

January and February

Toys. Suggestions: Book 1, pages 40, 41. Paper-cutting and tearing, crayon, brush.

Winter trees. Winter landscapes. Illustrations of winter. Suggestions: Book 2, pages 11, 27; Book 3, pages 8, 9. Crayon and brush.

Make a booklet-cover. Use a winter landscape for decoration.

Make valentines.

Illustrative drawing.

Spring

March

Japanese Lanterns. Crayon and brush.

Illustrative drawing.

Construct a simple object. Design, applied number.

April and May

Illustrations of spring. Suggestions: Book 1, page 33; Book 3, pages 12, 27, 31, 53.

Twigs and flowers. Paper-cutting, crayon and brush. Suggestions: Book 1, pages 22, 23, 24, 25; Book 2, pages 15, 23; Book 3, pages 22, 23, 24.

Make a booklet-cover. Use a border for decoration. Paper-cutting. Plant forms.

Trees. Suggestions: Book 2, page 4; Book 3, page 3.

Landscape—Marines. Suggestions: Book 1, pages 2, 5; Book 2, page 9; Book 3, page 66.

Give illustrative drawing in connection with other studies.

Illustrative drawing is good for occupation work.

Encourage blackboard drawing.

PHYSICAL TRAINING

Five minutes in the morning for gymnastics and five for plays and games. In the afternoon ten minutes for plays and games.

C Assignment

Lessons I to VI inclusive.

Beginning Sept. 5, on lesson I, devote two weeks to each lesson.

B Assignment

Lessons VII to XII inclusive.

A Assignment

Lessons XIII to XVIII inclusive.

Plays and games to be selected from syllabus of games.

NOTE—All gymnastics and games should be conducted out of doors whenever the weather permits.

PHYSIOLOGY AND HYGIENE

See special syllabus of physiology and hygiene.

SECOND GRADE DIVISIONS

READING

General Directions

1 LANGUAGE READING LESSONS

These blackboard reading lessons are in the nature of class compositions and afford opportunity for training in composing as well as in reading and, as in the First Grade, they are based upon the oral language lessons on the world of Social Activities and the Nature World.

2 INTENSIVE READING

- (a) Training in independent, self-directed effort to master the thought of the printed page,—Silent Reading and “Telling the Story.”
- (b) Training in studying out the full meaning of the text,—Class Study, paragraph by paragraph.
- (c) Training in giving adequate expression,—Oral Reading.

3 SIGHT READING

Opportunity for the exercise of the ability to read at sight developed by intensive study, is afforded by the supplementary readers.

By special selection of the stories in the regular readers and by the use of the supplementary readers, a close interrelation should be brought about between the reading and the several phases of the content of the language work noted in that course.

4 WORD STUDY

- (a) Word study by means of flash work and other devices for giving power to picture words and even phrases on the mental retina.
- (b) Phonic exercises which constitute a direct and an indirect preparation for the reading lessons, (a) direct preparation by studying words and classes of words found in the reading lessons; and (b) indirect by general phonic drill lessons which result in power to sound out all difficult words.

C Assignment

Appletons' Second Reader. Select forty lessons having in mind gradation in difficulty and co-ordination with language work. Select easy supplementary reading for C instruction which will not present difficulties demanding special preparation.

B Assignment

Select such lessons from Appleton's Second Reader as are best adapted to the needs of your class.

First 60 pages of Classics Old and New, Second Reader.

Frequent use of the supplementary reading in your building.

A Assignment

Classics Old and New, Second Reader, from page 60 to the end of the book.

Appletons' Second Reader completed.

Review lessons which are favorite because of dramatic action, vivid description and literary merit.

Frequent use of supplementary reading.

SPELLING

One word of the following list is to be made prominent in each lesson. Their pronunciation, division into syllables, derivation, phonetic properties, oral and written spelling and meaning, are all to be made clear to pupils.

The teaching of a new word may be done by using it in a sentence; by definition or description; by giving a synonym or the antonym; by illustration with object, action or drawing.

Each lesson should have from five to ten subordinate words taken from the teacher's list of words commonly misspelled. Systematic review each Monday should be made of the prominent words taught in this and the lower grades. Frequent supplementary dictation, word-building and phonic exercises should be given. Spell much orally. In oral spelling indicate syllables usually in one of these ways:

By slight pauses

By pronunciation of syllables

By repronunciation of syllables.

Teach a little daily, test thoughtfully, drill intensively, and follow up words misspelled persistently.

C Assignment

Always, again, animal, about, apron, afraid, almost, among, against, been, bought, break, brought, brother, busy, bottom, beautiful, build, before, buy, coming, color, cousin, caught, covered, curved, children, country, clothes, done, earth, easy, eyes, each, enough, friend, flowers, father, field, great.

B Assignment

Goes, garden, ground, grows, grew, hear, here, horse, half, heavy, head, inside, knew, knife, leaves, light, large, learn, listen,

lesson, laugh, lived, middle, much, minute, nice, name, other, often, open, own, over, ought, only, pretty, piece, picture, pencil, please, people.

A Assignment

Petals, put, quiet, quite, rough, right, straight, sugar, smooth, shoes, showed, sometimes, small, strange, sleigh, side, thought, than, though, through, tried, teacher, talk, these, take, until, used, use, veins, watch, whole, wear, wrong, work, whose, Wednesday, whether, while, world, wrote, word, wears, you, yellow, think, tired, those, touch, threw.

LANGUAGE AND COMPOSITION

The subject-matter in the following outline of the social world will extend throughout the year, furnishing material for oral and written work.

The Social World—The study of life activities in this grade includes:

1 REAL LIFE EXPERIENCES

The Family and the Home: As in the First Grade. This serves as the basis for the comparative study of the homes and lives of other people.

The Neighborhood: As in the First Grade, but developed to include larger ideas of community interests and to give deeper significance to the advantages of community life and its relations with industrial life.

The School and School Activities: Another phase of community life with its privileges and obligations. The first intimations of the reason and necessities for government given through the discussion of the purposes of school regulations, as given in the First Grade, are to be here reviewed and the study somewhat extended.

2 OTHER PEOPLE AND THEIR HOMES

The Story of Heidi: In order to enhance the value of every day life conditions and occurrences within the child's own experience and to lead him to consider these thoughtfully with interest, the story of Heidi is given in close correlation with real life study as noted above.

Stories from the Seven Little Sisters or other available stories which present a simple picture of child life in other countries are to be given as introduction to Geography.

Stories from History and Literature of the childhood of great men are to be selected to celebrate the National Holidays and the festivals of the year.

C Assignment

Have pupils copy sentences and make statements, oral and written; begin and end correctly the written statement. Form interrogative sentences, oral and written.

Make use of such historic events as are suggested by Thanksgiving Day.

A number of suitable selections of poetry should be made by the teacher. These selections are to be talked about, learned by the pupils and recited by them.

Make use of such material as the autumn gives freely. Autumn leaves, flowers, fruits and nuts, to bring the pupils in close contact with the seasonal changes.

Encourage the children to talk freely and guide them to correct expression.

Conversations and stories told to inculcate a spirit of kindness to one another, to animals.

The written work is to accompany and to be based upon the oral exercises.

B Assignment

Exercises in writing proper names with capitals, the name of the school, the name of the teacher and of the principal.

The correct use of I, me; he, him; she, her; they, them; is, are; was, were; has, have. Oral work should always precede the dictated written exercise.

Observe the seasonal changes. How nature adapts itself to winter weather, a mantle of snow for the flowers. How man protects himself against the weather; warm clothing, shelter, fires. Absence of bird and animal life.

Children are to be taught polite and courteous manners and forms of speech.

Poems and stories continued.

The written work consists of reproduction of stories, narration and description based upon the Nature Work and the Social World.

A Assignment

Write such simple abbreviations as Mr., Mrs., Dr., St. Indicate ownership by the use of 's.

Oral descriptions, followed by occasional dictation exercises on the same subject with especial care as to orderly arrangement of thought.

Memorize at least three poems.

Decoration Day. Description of our flag.

Return of spring; twigs, blossoming fruit trees, wild flowers, the grass a green carpet, return of birds; a record kept of these changes.

Write simple letter to school mate, parent or teacher.

Language should be given to the entire school. When two divisions are in one school, follow the assignment of the lower division. Where two grades are in one room, the assignment of the upper grade should be followed. The Nature Work should be given in its season.

WRITING

Frequent blackboard writing

Simple movement exercises

Writing on paper with pencil

Teach script forms and figures

Spencer's Practical Writing Book No. 2.

ARITHMETIC

C Assignment

Continue the group exercises of the first grade; counting by twos, fours, eights to twenty-four; threes, sixes, twelves to thirty-six; fives, tens, twenties to one hundred, forward and backward, involving at first the use of objects. Take all the combinations in addition and subtraction based upon these exercises in counting.

2 4 6 8 3 6 9 4 8 5 6 6 7 8 9

2 2 2 2 3 3 3 4 4 5 4 6 7 8 9

— — — — — — — — — — — — — — —

Analysis of groups, including simple fractional parts, emphasizing even groups. Most schools will reach 16 in this work.

Formal abstract exercises in addition, subtraction, multiplication and division, with simple concrete problems based upon every day life.

In the analysis of groups, base much of the work on measurement; the inch, foot, yard; the *ounce, *pound; liquid and *dry measure; see study of 12, based on the foot, as to method.

Use constructive exercises involving the use of the inch.

B Assignment

Counting exercises reviewed; counting by twos, fours, eights; threes, sixes, twelves; fives, tens, twenties; forward and backward. Counting by twos, threes, fours, beginning with one, two or three, etc.

Analysis of groups, twelve, fourteen, sixteen, eighteen,

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | 6 | 7 | 8 | 9 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 8 | 9 | 9 |
| 5 | 5 | 5 | 5 | 5 | 6 | 6 | 6 | 6 | 7 | 7 | 7 | 8 | 8 | 9 |

In written work avoid difficult problems; secure simple statements; limit the amount.

*Topics starred are optional.

MUSIC

Classes consisting of one division will take the regular assignment for such division.

C and B division classes will take C assignment.

B and A " " " " B "

A and C " " " " B "

When the A division of one grade and the C division of the next grade above are in one class take the work of the **lower grade**, excepting where a change of text-book occurs, in which case take the C assignment of the **upper grade**.

C Assignment

Review Do, Sol, Fa chords.

Give special attention to interval practice from the modulator. In modulator pointing be original, avoid repetition of intervals. Be sure that children are not singing from memory. Teach note values as given on page 18 Handbook.

B Assignment

Modern Primer

Introduce Staff Notation, page 31 Handbook, showing key signatures but not explaining. Explain meter signatures as on page 31.

First Month

Keys E and E flat, scale on page 41; melody, page 40. Page 46. "Jumping Johnny."

Key D, page 31, scale, page 61. Bunny and Polly, page 47. A Sleigh Ride.

Second Month

Key F, page 37, scale, page 37-II, page 69-V.

Key G, page 29, scale, page 56-II, Tick Tock, page 28.

Third Month

Key of C, scale, page 27, The Raindrops, Bouncing Ball.

Key of A and A flat, page 33, scale exercises II; page 43, scale exercise II.

A Assignment**First Month**

Key of B flat and B, page 39, scale. German Folksong, page 64.

Primer, page 122, I, II, III, page 30. The Squirrel, page 37, I.

Second Month

Primer, page 56, I, page 23, The Spider, page 33, V, page 43. A Study.

Third Month

Primer, page 39, A Study, page 38, Mix a Pan-cake. Songs from Primer and Supplementary Books.

Songs for C-B-A Divisions**AUTUMN SONGS**

| | | |
|---------|--------------|-------------|
| Page 22 | Gaynor No. 2 | "Cat Tails" |
| Page 34 | " " | The Crow |

WINTER SONGS

| | | |
|---------|---------------|----------------|
| Page 68 | Gaynor No. 1 | Jack Frost |
| Page 70 | " " | Sleighing Song |
| Page 23 | First Melodic | Winter Song |
| Page 55 | " " | Snow Flakes |

SPRING SONGS

| | | |
|----------|---------------|------------------------|
| Page 30 | Gaynor No. 2 | Sweet Pea Ladies |
| Page 23 | " " | Daisies |
| Page 29 | " " | Poppies |
| Page 48 | First Melodic | Seed Time |
| Page 34 | " " | Buttercups |
| Page 83 | " " | An April Shower |
| Page 87 | " " | Spring Song |
| Page 104 | " " | Ding-Dong-Daisy |
| Page 118 | " " | Waiting to Grow |
| Page 120 | " " | Little Bud |
| Page 73 | Gaynor No. 1 | Robin Red Breast |
| Page 76 | " " | Birth of the Butterfly |

SONGS THROUGHOUT THE YEAR

| | | |
|--------------|--------------|---------------------------|
| Page 106 | Gaynor No. 2 | Stepping Stones |
| Page 91 | " " | Feather Game |
| Pages 74, 75 | " " | Sweeping and Dusting |
| Page 36 | " " | The Frog |
| Page 53 | " " | Piggie Wig and Piggie Wee |
| Page 73 | " " | The Postman |

| | | |
|----------|---------------|-------------------------------|
| Page 100 | " " | Prism Game |
| Page 94 | " " | The Ball |
| Page 73 | First Melodic | Mr. Bee |
| Page 42 | " " | What Does Little Birdie Think |
| Page 53 | " " | Shuttle Cock |
| Page 54 | " " | The Invitation |
| Page 56 | " " | The Wind |
| Page 122 | " " | Children of Japan |
| Page 11 | Gaynor No. 1 | Land of Nod |
| Page 14 | " " | Song of Iron |
| Page 16 | " " | Blacksmith |
| Page 17 | " " | Shoemaker |
| Page 22 | " " | Grandma Knitting Song |
| Page 46 | " " | Pit-a-Pat |
| Page 61 | " " | The Moon Boat |
| Page 62 | " " | My Shadow |
| Page 88 | " " | Tea Kettle |
| Page 89 | " " | Owl |
| Page 100 | " " | Winding the Clock |
| Page 114 | First Melodic | "Hurrah for the Flag" |
| Page 98 | " " | Flag Song |

DRAWING AND APPLIED ART

Fall

September and October

Draw simple fall flowers, fruit and bright-colored vegetables. Suggestions: Book 1, page 15; Book 2, page 18; Book 3, page 15. Crayon and water colors.

Paper-tearing. Trees of different kinds. Arrange on the board to represent woods or orchard.

Draw trees on the blackboard.

Paper-cutting. A pumpkin with a stem.

Draw pumpkins on the board.

Paint a pumpkin. Suggestions: Book 1, page 19.

Paint a landscape, blue sky and green ground.

Paint a landscape, blue sky, green grass and distant trees. Suggestions: Book 1, page 6. Crayon and water colors.

Make units of design from leaves or other simple nature forms. Suggestions: Book 4, page 89; Book 1, page 58.

November

Autumn landscapes. Crayon and water colors.

Make a border of leaves. Paper-cutting. Suggestions: Book 1, page 58. Use as a book marker or blotter.

Winter**December**

Winter landscapes.

Plan and construct a calendar-back. Cut landscapes of previous lessons into appropriate sizes and shapes for the calendar-back. Paste, studying carefully the placing of the calendar and landscapes. Suggestions: Book 3, page 66.

January and February

Toys. Suggestions: Book 1, pages 40, 41, 42. Paper-cutting and tearing. Crayon, brush.

Winter landscapes. Suggestions: Book 2, page 11; Book 3, page 9; Book 4, pages 8, 9.

Illustrations—Winter suggestions: Book 1, pages 26, 27, 48; Book 2, pages 11, 27, 29; Book 3, page 9. Pose drawing.

Make a valentine and envelope. Applied number.

Spring**March**

Illustrative Drawing.

Japanese lanterns or other objects. Suggestions: Book 1, pages 46, 47; Book 3, pages 46, 47. Crayon and brush.

Design a booklet cover. Applied number.

April and May

Illustrations of Spring. Suggestions: Book 1, page 33; Book 2, pages 12, 13; Book 3, pages 12, 27, 31, 53.

Twigs and flowers. Crayon and brush. Suggestions: Book 1, pages 22, 23, 24, 25; Book 2, pages 15, 23; Book 3, pages 22, 23, 24.

Trees. Suggestions: Book 2, page 4; Book 3, page 3. Crayon and brush.

Design a book-cover. Use a border for decoration. Water-colors.

Landscapes—Marines. Crayon and brush. Suggestions: Book 1, pages 3, 4, 5, 6; Book 2, pages 2, 9, 12, 13; Book 3, pages 3, 4, 63, 66.

Give illustrative drawing in connection with other studies. Encourage blackboard drawing.

PHYSICAL TRAINING

Five minutes in the morning for gymnastics and five for plays and games. In the afternoon five minutes for plays and games.

C Assignment

Lessons I to VI inclusive.

Beginning Sept. 5, on lesson I, devote two weeks to each lesson.

B Assignment

Lessons VII to XII inclusive.

A Assignment

Lessons XIII to XVIII inclusive.

Plays and games to be selected from the syllabus of games.

Note—All games and gymnastics to be given out of doors whenever the weather permits.

PHYSIOLOGY AND HYGIENE

See special syllabus of physiology and hygiene.

THIRD GRADE DIVISIONS

READING

C Assignment

Progressive Third Reader, 102 pages. Take up these pages in consecutive order, except to vary them to suit special occasions and seasons of the year. The phonetic work should be of such a character as to prove a vital element in pronunciation and enunciation.

The supplementary reading will be selected by the teacher from the list of books found in her building. Encourage free, consecutive reading, assisting pupils through difficult places by pronouncing words, etc.

B Assignment

Select such lessons from the remaining pages of the Progressive Third Reader as may be best adapted to the needs of your class.

Stepping Stones to Literature, first 99 pages. Supplementary Reading continued.

Intensive work—the enlargement of the pupil's vocabulary, the mastery of the thought content, and expressive reading in good rich tone and well modulated style are the results to be gained.

Watch the voices of the pupils. So far as possible have them breathe correctly. Avoid harsh, strained reading.

A Assignment

Select such lessons from the remaining pages in both Stepping Stones to Literature and Third Progressive Reader as are best adapted to the needs of your class.

Make frequent use of the supplementary reading in your building.

Teachers should read much for their pupils, thus setting a standard of good reading and creating a taste for it.

The review of favorite lessons will furnish opportunity for dramatic presentation, the discussion of which affords insight into the meaning of the words and purpose of the lesson and at the same time may be made to encourage individual effort. Dramatic situations should come from the pupils' interpretation of the story, as well as from the teacher's suggestion.

SPELLING

Two words are made prominent in each lesson. Their pronunciation, division into syllables, derivation, phonetic properties, oral and written spelling and meaning, are all to be made clear to pupils.

The teaching of a new word may be done by using it in a sentence; by definition or description; by giving a synonym or the antonym; by illustration with object, action or drawing; and by etymology.

Each lesson should have also from eight to twenty subordinate words taken from the text-book or composition exercises. Systematic review each Monday should be made of the prominent words taught in this and in the lower grades. Frequent supplementary dictation, word-building and phonic exercises should be given. Spell much orally. In oral spelling indicate syllables usually in one of these ways:

By slight pauses

By pronunciation of syllables

By repronunciation of syllables.

Teach a little daily, test thoughtfully, drill intensively, and follow up words misspelled persistently.

C Assignment

Champion Spelling Book, Section I, lessons 1-60 inclusive. Supplementary Exercises, 1-12 inclusive.

B Assignment

Champion Spelling Book, Section I, lessons 61-120 inclusive; Supplementary Exercises, 13-24 inclusive.

A Assignment

Champion Spelling Book, Section I, lessons 121-160 inclusive; Annual Spelling Contest.

LANGUAGE AND COMPOSITION

Throughout the year place emphasis upon the oral language work. In no other way can facility of expression be so well secured. One good story having ethical content and literary merit may be learned each month. Select out of the numerous poems for children one for each month. Use these poems for memorizing and for oral language in paraphrasing.

The study of the Honey Bee and Ant will be continued throughout the year. This study should be partly of their bodily structure but mainly of their habits, their community

life, their method of work, division of labor, etc. Miss Morley's "Little Bee People" and Maetterlinck's "Life of the Bee"—the latter a masterly piece of literature for the teacher only.

Story, poem and insect life furnish material for written reproduction which should be a frequent exercise in this grade.

C Assignment

Special care should be used to prevent the use of incorrect expressions and to correct common errors of speech.

Exercises should be given in writing different forms of sentences, statements and questions.

Teach the use of the comma in direct address, as, "John, come here." "Where are you going, James?" Also quotation marks in a simple quotation. These should be taught by observation of their correct use in print, by the copying of sentences and by dictation exercises.

Study of leaves of common familiar trees and shrubs, seeds of trees, flowers and weeds and their curious modes of distribution.

Thanksgiving Day and the Pilgrims, Christmas Day in our own and in other lands. October 12, Columbus Day.

Letters to relatives, friends, schoolmates.

Conversations and stories to be told to inculcate a spirit of kindness to one another, to animals; respect for the aged; truthfulness, unselfishness, honesty.

B Assignment

Attention should be given to the writing of names of persons, of familiar places and buildings, of the days of the week, of the month, of the seasons, and the months in the seasons.

Correct use of I, me; he, him; she, her; they, them; is, are; was, were; has, have; saw, seen; did, done; went, gone; this, that; these, those.

Teach the use of the comma after **yes** or **no** in a sentence answering a question, as "Have you a pencil?" "No, I left mine at home."

Observations of Nature; snow, ice, cold and frost, freezing and thawing. Sports of winter; skating, coasting, snowballing.

Vegetation in winter, animal life in winter.

Letter writing continued.

Children are to be taught polite and courteous manners and forms of expression.

A Assignment

Facility in the use of words in oral speech to be emphasized. Increase of vocabulary. Teacher in her story-telling introduces new words; children encouraged to do so.

Continued study of forms of sentences, capitalization, use of 's to denote ownership.

Teach the abbreviations Mr., Mrs., Dr., St., doz., yd., ft., in., gal., qt., pt., lb., sq. in.

The return of birds, the robin, sparrows, etc.—the birds most familiar to the children.

Keep the minds of the children alert with regard to the returning tides of life, the spring flowers, blossoming fruit trees, etc.

Decoration Day, The American Flag, Salutation of the Flag.

Language should be given to entire school. When two divisions are in one school, follow the assignment of the lower division. Where two grades are in one room, the assignment of the upper grade should be followed. The Nature Work should be given in its season.

WRITING

Blackboard writing

Simple movement drills

Script forms carefully taught

Use pen and ink

Spencer's Practical Writing Book No. 3.

ARITHMETIC

C Assignment

Continuation and extension of the work of the second grade fundamental operations. Special attention should be given to the combinations in addition and subtraction. See second grade assignment.

Develop number relations by counting exercises by twos, fours, eights; threes, sixes, twelves; fives, tens, twenties, forward and backward from all possible beginnings.

Recognize ratio and tens in the treatment of numbers.

Simple exercises in fractional parts, halves, fourths; thirds, fifths, tenths.

Construction of multiplication and division tables of twos, threes, fours, fives and their use in problems, involving measurements of length, weight, time and dry and liquid measure.

These exercises should at first be concrete using the equipment provided in each building.

Fundamental processes and their application in problems; see pages 28 to 45, Rational Arithmetic.

*Problems in weight; see pages 15 to 16, Rational Arithmetic, omitting pages 4 and 5.

B Assignment

Give much attention to the difficult combinations in addition and subtraction in both oral and written exercises.

Review of multiplication and division tables of twos, threes, fours and fives, by their use in problems as well as by their repetition as tables.

Reading and writing numbers through thousands. Roman numerals to one hundred.

Multiplication and division tables through the eights.

Give much attention to the study of typical groups, involving measurement.

Use the rule in frequent exercises, drawing rectangles of given dimensions; see page 5, page 6, problems 5 and 6; page 7, problems 10 and 11. Introduce square inch and square foot in such problems as can be treated objectively only. Problems in drawing to scale; see pages 46 and 47. Omit page 57.

*Measuring and building of solids and contents of boxes; see pages 72 and 78. Treat this work objectively.

The assignment extends from page 45 to 81 in the Rational Arithmetic, omitting the study of triangles on page 64.

A Assignment

Frequent reviews of the multiplication and division tables of sixes, sevens and eights.

Reading and writing numbers through thousands. Read 125 as one hundred twenty-five; 1,104 as one thousand one hundred four; the word "and" should not be used unless a fraction is added to the whole number.

In oral work, continue the use of analytic study of 12 and 36 based upon measurement. Make suitable selections.

Emphasize operations in United States money. See page 95.

*In connection with the table of nines teach the square yard as a unit of measurement and apply it in finding the number of square yards in rectangles of simple proportion.

The assignment will extend to page 100 in the Rational Arithmetic.

*Topics starred are optional.

HISTORY**C Assignment**

Text: Fifty Famous Stories Retold, Baldwin: pp. 5-17, 21-39, 49, 58. Stories omitted optional with advanced schools.

B Assignment

Text: Fifty Famous Stories Retold, Baldwin: pp. 58-61, 64-68, 76-84, 91-102, 106-113. Stories omitted, optional with advanced schools.

A Assignment

Text: America's Story for America's Children I, Pratt: pp. 23-36, 89-100, 101-108. Stories omitted optional.

GEOGRAPHY**Fall**

I Seasonal Changes: Effect on Vegetation, Animal Life, Home Life, Life of Child. II The Sky: Appearance, Sun, Moon, Stars. III Common Forms of Food. How acquired. IV Modes of Travel and Transportation.

Winter

I Seasonal Changes. II Forms of Water: Clouds, Fog, Hail, Frost, Snow, Ice. III Common Articles of Clothing, How acquired. IV Modes of Travel and Transportation. V Study of Distance and Direction. VI Map Making: School Room, School Yard, Local Section of City.

Spring

I Seasonal Changes. II Common Home Utensils. How acquired. III Map Making. Make map of City and locate public square and other important places. IV Locate Land Forms. V Soil: Rock, Gravel, Sand, Clay, Loam. VI Running Water.

MUSIC

Classes consisting of one division, will take the regular assignment for such division.

C and B division classes will take C assignment

B and A " " " " B "

A and C " " " " B "

When the A division of one grade and the C division of the next grade above are in one class take the work of the **lower grade**, excepting where a change of text book occurs, in which case, take the C assignment of the **upper grade**.

C Assignment**MELODIC SECOND READER**

Reference, Manual, "Music in the Grades"

First Month

Teach pitch names. Children have seen but they have not had key signatures explained. Teach the keys as they appear in the exercises of the outline. Place on the board staff modulator as illustrated on page 27 of the Handbook.

Divided Beat, page 9, exercise 5.

Sharp Four, page 12, exercises 8, 9, 10.

Songs, pages 17-19.

Second Month

Divided Beat, page 17, exercises 23-24.

Sharp Four, page 19, exercises 26-27-28-29.

Minor Studies, page 13, exercises 15-16.

Songs, pages 10-36.

Third Month

Divided Beat, page 23, exercises 38-39.

Sharp Four, page 19, exercise 30.

Minor study, page 21, exercise 31.

Songs, page 16-75. "Giving Thanks," page 143.

B Assignment**First Month**

Divided Beat, page 33, exercises 51-52.

Sharp Four, page 25, exercises 40-41-42-43.

Songs, pages 14-26.

Second Month

Divided Beat, page 49, exercise 78.

Sharp Four, page 35, exercises 57-58-59-60.

Minor Studies, page 29, exercises 44-45.

Songs, pages 40-42.

Third Month

Divided Beat, page 64, exercise 100.

Sharp Four, page 35, exercise 61.

Minor Studies, page 37, exercises 63-64.

Songs, page 56-60.

A Assignment**First Month**

Divided Beat, page 67, exercise 108

Sharp Four, page 51, exercises 80-81-82
 Minor Studies, page 45, exercises 71-72
 Songs, page 67-70.

Second Month

Divided Beat, page 69, exercise 114
 Sharp Four, page 51, exercise 83
 Flat Seven, page 63, exercises 92-93-94
 Minor Study, page 53, exercise 85
 Song, page 72.

Third Month

Flat Seven, page 68, exercises 109-110-111-112-113
 Two Voice, page 45, exercise 74.

Songs for A-B and C Divisions

AUTUMN SONGS

Page 26—Gaynor No. 2.....Milkweed Seeds
 Page 78—Gaynor No. 2Golden Rod

WINTER SONGS

Page 16 —Gaynor No. 2Skating

SPRING SONGS

Page 24—Gaynor No. 2.....Morning Glory Bells
 Page 32—Gaynor No. 2Bobolink
 Page 46—Gaynor No. 2Awakening
 Page 55—Gaynor No. 2Woodpecker
 Page 58—First MelodicSpring's Call
 Page 44—Gaynor No. 1Easter Song

SONGS THROUGHOUT THE YEAR

Page 47—Gaynor No. 1Blowing Bubbles
 Page 86—Gaynor No. 1Song of the Clock
 Page 30—First MelodicCherry Festival Song
 Page 36—First MelodicWaking
 Page 38—First MelodicSunshine Song
 Page 64—First MelodicChild's Evening Hymn
 Page 103--Gaynor No. 2The Swing
 Page 38—Gaynor No. 2Hickory, Dickory, Dock
 Page 36—Gaynor No. 2Language Lesson
 Page 59—Gaynor No. 2Some Lullabys
 Page 89—Gaynor No. 2Boating
 Page 92—Gaynor No. 2Boating
 Page 8—Gaynor No. 2Salute to the Flag

DRAWING AND APPLIED ART**Fall**

Draw simple fall flowers and bright colored vegetables. Suggestions: Book 1, pages 15, 18, 19; Book 2, pages 18, 19; Book 3, pages 15, 18, 23; Book 4, pages 20, 24, 27. Crayon and water-colors.

Draw branches of fruit. Suggestions: Book 2, page 22; Book 3, pages 19, 20; Book 4, page 20. Crayon and water colors.

Make units of design from plant forms. Suggestions: Book 6, pages 86, 87; Book 4, pages 89, 90; Book 1, page 58.

October and November landscapes. Crayon and brush. Save for Christmas calendars.

Illustrative drawing.

Winter**December**

Make a calendar. Applied number. Cut landscapes of previous lessons into appropriate sizes and shapes for the calendar. Paste, studying carefully the placing of the calendar and landscape. Suggestions: Book 3, page 66.

January

Draw common objects and toys. Brush and crayon. Outline and mass. Suggestions, Book 1, pages 42, 47, 50; Book 2, pages 42, 43; Book 3, pages 42, 43, 44, 45, 46, 47; Book 4, pages 50, 51, 52, 53, 55, 56.

February

Winter trees. Suggestions: Book 4, pages 6, 7; Book 5, page 26. Crayon.

Winter landscapes. Suggestions: Book 4, pages 8, 9, 10; Book 6, page 8.

Pose drawing.

Illustrations of winter. Suggestions: Book 1, pages 26, 27, 28; Book 2, pages 11, 27; Book 3, page 9.

Valentines.

Spring**March**

Make a cover for a booklet. Applied number.

Illustrations of spring. Suggestions: Book 1, page 33; Book 3, pages 26, 27, 29, 31, 32, 53; Book 4, page 30.

Illustration in other studies.

April and May

Twigs and flowers. Brush and crayon. Suggestions: Book 1, pages 22, 23, 24, 25; Book 2, pages 15, 23; Book 3, pages 22, 23, 24; Book 4, pages 21, 52, 53.

Construct an envelope and decorate.

Trees. Landscapes. Marines. Suggestions: Book 2, pages 2, 4, 9, 12, 13; Book 3, pages 4, 63, 66.

Give illustrative drawing in connection with other studies.

PHYSICAL TRAINING

C Assignment

Lessons I to VI inclusive.

Beginning Sept. 5, on lesson I, devote two weeks to each lesson.

B Assignment

Lessons VI to XII inclusive.

A Assignment

Lessons XIII to XVIII inclusive.

Plays and games to be chosen from the syllabus of games.

Note—Whenever possible, conduct all gymnastics and games in halls, assembly room or playground.

If the playground is used, about half time should be given to plays and games.

Here it is essential to take only the corrective exercises which are on the front of the card.

When the work must be taken in the class room, one or two lessons a week should be spent on plays and games.

PHYSIOLOGY AND HYGIENE

See special syllabus of physiology and hygiene.

FOURTH GRADE DIVISIONS

READING

Text-Book, Progressive Fourth Reader.

- I Give pupils thorough drill throughout the year in elementary sounds and articulation exercises found in preparation lessons, pages 7 to 15 in Progressive Fourth Reader. Teach the art of correct breathing.
- II Part I of the Progressive Reader contains 56 lessons. The time set apart in the time schedule for text-book reading, 175 minutes per week, seems sufficient to enable a very good school to complete the whole of Part I during the year. The lessons will be given as follows:
During the fall term, read Tales and Myths from Many Lands; Lessons in Geography and History; Songs for all Seasons, omitting 15, 16 and 17; Easy Narratives to lessons 27.
During the winter term, finish Easy Narratives; Fables and Allegories to lesson 36; Easy Lessons in Science, omitting lessons 48 and 49.
During the spring term read all lessons not included in the other two terms.
- III Should any school find this assignment too difficult, the following lessons may be omitted: 8, 11, 12, 35, 42, 43.
- IV Text-Book reading should be intensive in its character. Careful study should be made of words and expressions and some acquaintance formed with the authors of the various selections. The limited number of lessons assigned affords time in which to do this work thoroughly. The value of drill in reading is here emphasized. Drill is not mere repetition. It is the re-reading of lessons under the constant stimulus of the teacher and the school by which the child's mind is kept on the alert and his best performance called forth. He thus grows in power of understanding; in the use of the voice; in the training of the organs of speech; in the appreciation of words; in familiarity with combinations of words into parts of sentences, whole sentences and paragraphs.

SUPPLEMENTARY READING

An abundance of material for supplementary reading is to be found in every building. Teachers will select from the list such books as will relate themselves to other lessons and as are appropriate to the season.

SPELLING

Two words are made prominent in each lesson. Their pronunciation, division into syllables, derivation, phonetic properties, oral and written spelling and meaning, are all to be made clear to pupils.

The teaching of a new word may be done by using it in a sentence; by definition or description; by giving a synonym or the antonym; by illustration with object, action or drawing; and by etymology.

Each lesson should have also from eight to twenty subordinate words taken from the text-book or composition exercises. Systematic review each Monday should be made of the prominent words taught in this and in the lower grades. Frequent supplementary dictation, word-building and phonic exercises should be given. Spell much orally. In oral spelling indicate syllables usually in one of these ways:

By slight pauses

By pronunciation of syllables

By repronunciation of syllables.

Teach a little daily, test thoughtfully, drill intensively, and follow up words misspelled persistently.

C Assignment

Champion Spelling Book, Section II, lessons 1 to 60 inclusive; supplementary exercises, 1 to 12 inclusive.

B Assignment

Champion Spelling Book, Section II, lessons 61 to 120 inclusive; supplementary exercises, 13 to 24 inclusive.

A Assignment

Champion Spelling Book, Section II, lessons 121 to 160 inclusive; Annual Spelling Contest, I and II.

Geographical words, commonly misspelled, may be taught occasionally.

LANGUAGE AND COMPOSITION

C Assignment

LANGUAGE

Habits of correct speech must be formed by daily practice, by training the tongue to say the proper word and by so training the ear that the ungrammatical or inelegant expression is felt to be discordant. Daily oral practice should be given on the correct forms of verbs commonly used, as, "I see it now," "I saw it yesterday," "I have seen it many times."

Use of capital letters, the period, the interrogation point, the comma (to separate the name of the person addressed from the rest of the sentence), quotation marks.

Common abbreviations, Mr., Mrs., Dr., A. M., P. M., U. S.

Practice in use of correct forms of verbs: come, go, see, do, know, run.

Practice in correct use of this, these, that, those.

Training in courteous forms of expression.

Dictation exercises.

COMPOSITION

Oral and written compositions based upon:

1 PERSONAL OBSERVATION

Fall—Flowers, trees, seeds, seed-pods, the sky, the sun

Winter—Frost, snow, clouds, length of day

Spring—Trees, leaves, flowers, rain, the sky, the sun.

2 INDUSTRIES

Fall—Food products

Winter—Clothing

Spring—Shelter

3 STORIES READ OR TOLD

Letter Writing

Informal, friendly letters

Correctness of forms, of spelling and punctuation must be insisted upon.

Conversation and Discussion

Truth, courage, obedience, duty to parents

Memorizing of poems

Poems or selections from poems of literary beauty or high moral tone should be taught as an important part of the work in language. Poems descriptive of the season or bearing upon any subject discussed in the composition work will add interest to the study.

B Assignment

LANGUAGE

Use of capitals, the period, the interrogation point, the comma (used to separate words in a series), quotation marks.

Common abbreviations: Jan., Feb., Mar., Apr., Aug., Sept., Oct., Nov., Dec.

Practice in use of correct forms of verbs: give, write, take, catch, bring.

Practice in correct use of good, better, best, well, slow, slowly, quick, quickly.

Training in courteous forms of expression.

Dictation exercises.

COMPOSITION

Oral and written composition based upon:

1 PERSONAL OBSERVATION

Fall—Flowers, trees, seeds, seed-pods, the sky, the sun

Winter—Frost, snow, clouds, length of day

Spring—Trees, leaves, flowers, rain, the sky, the sun.

2 INDUSTRIES

Fall—Food products

Winter—Clothing

Spring—Shelter.

3 STORIES READ OR TOLD

Letter Writing

Informal, friendly letters.

Correctness of form, of spelling and punctuation must be insisted upon.

Conversation and Discussion

Unselfishness, good manners, duty to brothers and sisters, duty to schoolmates.

Memorizing of poems

Poems or selections from poems of literary beauty or high moral tone should be taught as an important part of the work in language. Poems descriptive of the season or bearing upon any subject discussed in the composition work will add interest to the study.

A Assignment

LANGUAGE

Use of capital letters, the period, the interrogation point, the comma (to separate the word "Yes" or "No" from the statement which follows it), quotation marks.

Common abbreviations: P. S., etc., ans., Co., Rev.

Practice in use of correct forms of verbs: sing, speak, eat, break, teach, blow.

Practice in use of correct forms of pronouns: "He and I saw it," "May he and I go?" "It is I," "Is he taller than I?"

Training in courteous forms of expression.

Dictation exercises.

COMPOSITION

Oral and written composition based upon:

1 PERSONAL OBSERVATION

Fall—Flowers, trees, seeds, seed-pods, the sky, the sun

Winter—Frost, snow, clouds, length of day

Spring—Trees, leaves, flowers, birds, the sky, the sun.

2 INDUSTRIES

Fall—Food products

Winter—Clothing

Spring—Shelter

3 STORIES READ OR TOLD

Letter Writing

Informal friendly letters.

Simple invitations.

Conversation and Discussion

Respect for the aged, kindness to animals, care of public property, patriotism.

Memorizing of poems

Poems or selections from poems of literary beauty or high moral tone should be taught as an important part of the work in language. Poems descriptive of the season or bearing upon any subject discussed in the composition work will add interest to the study.

GERMAN

C Assignment

Ear Training—Train the pupil's ear, giving him a vocabulary of about one hundred words—nouns, adjectives, conjunctions, adverbs, interrogative pronouns, and a few verbal forms. Thorough drill of the German vowels and consonants, especially those not found in the English language.

Select, as much as possible, words of which the English cognates are Anglo-Saxon, as Haus, Vater, alt, lang.

Reading and Conversation—First, reading from the blackboard. In the fifth week (or earlier) the work in Nix's Deutsches Schulbuch is to be begun. Pages 1 to 21 are to be read during this term, also lessons 75 to 95. Easy sentences—questions and answers—are to be selected for colloquial exercises.

Writing—Teach the alphabet. The words of the vocabulary mentioned should now be written on the blackboard and copied by the pupil. Take four weeks for this preparatory work. After this, the written work is to be done in connection with the work in reading.

B Assignment

Reading and Conversation—Nix's Erstes Deutsches Schulbuch, pages 22 to 48. Also lessons 96-117. Conversation chiefly in connection with reading. In addition to the matter offered by the book, the names of objects in the school-room, their color, form, parts, material, and use.

Language and Grammar—The noun, its gender and number. The article always to be used with the noun. Use personal pronouns for nouns.

Translation—Oral only, and always in connection with reading.

Written Work—Words and sentences selected from lessons 96-117.

A Assignment

Reading and Conversation—Nix's Erstes Deutsches Schulbuch, pages 48 to 67, also lessons 120 to 125. In addition to the reading-matter, the objects found in the child's home—in the parlor, sitting-room, bed-room, kitchen, etc.—are to be discussed.

Language and Grammar—See second term. The accusative singular and plural of nouns. Haben, sein, werden, and weak verbs in the present indicative.

Translation—See second term. Ahn-Henn's German Grammar, Part One, may be used, by teachers only, as a supplementary book.

Writing—Words and sentences selected from lessons 120 to 125.

Dictation.

WRITING

Blackboard writing

Letters analyzed

Various movement drills

Spencer's Practical Writing Book No. 4.

ARITHMETIC

C Assignment

Review and drill upon the fundamental operations, addition, subtraction, multiplication and division until a reasonable degree of accuracy has been acquired. Probably four to six weeks of this work are needed. Use rapid mental exercises.

Develop power to see number relations and to give results readily.

Review multiplication table as taught in the third grade and its application to measurements; see Rational Arithmetic, Part I.

In exercises in measurements, use equipment provided for the purpose.

Fractional work of the third grade continued. Special attention given to recognition of fractional parts, commonly used; 1-2, 1-4, 3-4, 1-3, 2-3, 1-5, 2-5, 3-5, etc.

Recognize ratio and tens in the treatment of numbers. Counting by 4, 8, 16, 10, 20, 40; by fractional parts, halves, fourths, eighths, thirds, sixths, twelfths, etc.

Reading and writing numbers; see pages 116, 117.

Multiplication by 10, 100. Gradual increase of the multiplier; see pages 142, 143. Emphasize the fact that the multiplier is always an abstract number and the product of the same denomination as the multiplicand.

*Pages 120, 121.

The following problems are transferred from the C and B assignments to the A assignment: Page 101, 3, 4, 5, 6, 7; page 104, 4, 5, 6, 7; page 113, 14, 15; page 119, 7, 8, 11, 6; page 124, 11; page 125, 3, 8, 10; page 130, 9, 10, 11; page 131, 8, 9; page 151, 3, 4, 9; page 152, 11.

Short division continued. In division carefully distinguish between the two forms; concrete dividend and divisor, abstract quotient; abstract divisor, concrete dividend and quotient; give simple oral problems to insure accuracy in the process.

The advance work in arithmetic will be selections by the teacher on pages 100-144, with such additional problems as may be needed for drill in principles embodied in these pages. Use every opportunity presented by the school environment to secure simple and practical problems in measurement, distance, time, etc.

B Assignment

The advance work of the Fourth Grade will extend to page 158 in the Rational Arithmetic.

The analytic study of 60 based on the dial, and 36 based on the yard may be used in oral work; see outlines prepared for Fourth Grade.

*Give area of floor, walls, blackboards, etc., in the respective school rooms and make scale drawings of each. Use approximate measurements.

Make sure that every pupil has mastered the multiplication combinations through the table of twelves.

Use multipliers of not more than three figures. Introduce zero into the multiplier often.

Gradually increase the divisor. Place the quotient over the dividend in long division as indicated in the Rational Arithmetic. It should be remembered that pupils fail in long division process so long as they have not mastered multiplication and subtraction.

Pupils should test long division by going over their work carefully, using the reverse process of addition for each subtraction.

To insure mastery of the division process, after the process is acquired, give problems each day either in long or short division during the remainder of the term.

A Assignment

Complete any unfinished work in the second term's assignment. Reading and writing numbers to one million, with many vacant orders.

Long division continued. Divisor limited to three figures. Remainders and how to treat them. Proof.

In division, carefully distinguish between the two forms; concrete dividend and divisor, abstract quotient; abstract divisor, concrete dividend and quotient; give many oral problems to insure accuracy in the process; correct the written work carefully.

*Multiplication: Use of twelve and one-half as indicated, see page 178; use twelve as a multiplier; emphasize the fact that the multiplier is always an abstract number and the product the same denomination as the multiplicand.

*Fractions: See pages 158-165. Pupils should learn to objectify and compare the common fractional quantities: halves, fourths, eighths; thirds, sixths, and twelfths. This should be done by means of paper folding or by diagrams.

*It is recommended that pupils be encouraged to make original plans for school gardens, and also problems based upon them. Use every opportunity presented by the school environment to secure simple, practical problems in measurement, distance, time, etc.

In oral work give some time to the analytic study of 36 and 60, based on measurement.

The assignment covers the remaining lessons in the Rational Elementary to page 172.

*Topics starred are optional.

HISTORY

Every building is now provided with five copies of Miss Tappan's American Hero Stories. Upon this book the following outline of work is based.

C Assignment

The Story of Columbus; How Magellan found his Way around the World; John Smith, the Father of Virginia. *Samual de Champlain, the Founder of Quebec; Miles Standish, Commander-in-Chief of the Pilgrims.

B Assignment

William Penn, Who Founded Pennsylvania; *Peter Stuyvesant, Last Dutch Governor of New York. The First Day of the Revolution; George Washington, the Young Soldier and A Christmas Surprise.

A Assignment

George Rogers Clark, Who Gave Three States to the Union; John Paul Jones and his Sea Fights for America; *Daniel Boone, The Kentucky Pioneer; *Lewis and Clark, Who Showed the Way to the Pacific; Oliver Hazard Perry, Who Captured a British Fleet; Abraham Lincoln, Pioneer and President.

Starred subjects may be considered as optional. Should any school be able to go beyond the assignment, any additional stories may be selected by teacher.

The assignment as outlined above is intended for schools having a single Division of the Fourth Grade. In schools having two Divisions, the work of the lower should be given unless the upper Division has already done this work in a previous term, in which case the work of the upper Division should be given. Should this at any time lead to repetition of work by an entire Division, such stories may be selected from the unassigned portions of the book as will bring to the pupils fresh and interesting material. In all cases the entire school should work together in History.

GEOGRAPHY

C Assignment

Natural Elementary Geography: Redway and Hinman. Lessons: 2, 3, 4, 5, 6, 7, *8, *9, 10, 11, *12, 13, 14, 15.

B Assignment

Lessons: 16, *17, 18, 19, 20, 21, 22, *23, *24, *25, 26, 27, 28, 29, 30.

A Assignment

Lessons: 31, 32, 33, 34, 35, 36, 37.

*Topics starred are optional.

MUSIC

Classes consisting of one division will take the regular assignment for such division.

C and B division classes will take C assignment

B and A " " " " B "

A and C " " " " B "

When the A division of one grade and the C division of the next grade above are in one class take the work of the **lower grade**, excepting where a change of text-book occurs, in which case, take the C assignment of the **upper grade**.

Do not confine the teaching of part songs to the melody **only**. All the parts of a part song should be taught in order to convey the proper impression harmonically as well as melodically. Patriotic songs should be sung in unison.

In two-part work do not allow one part to sing the alto always—alternate the parts. Commence each outline on the first of the month.

Pitch pipes must be used in giving keys for all songs and exercises. Please place key signatures for the nine common keys on the board, also the modulator found on page 15 of the Handbook used in the second grade. The above to be kept on the board throughout the year. Use modulator for interval work daily.

Memorize "America" and "God Guard Columbia."

C Assignment**MELODIC SECOND READER**

Reference, Manual, "Music in the Grades"

First Month

Divided Beat, page 77 exercises 127-128

page 84 exercise 146

page 90 exercise 167

Song, page 78.

Dotted Note, page 100 exercises 186-187-188

page 105 exercise 203.

Song, page 100.

Second Month

Sharp Four, page 79 exercises 131-132-133
page 85 exercise 149
page 102 exercises 191-192-193.

Song, page 79.

Harmonic Minor, page 80 exercises 136-137-138
page 86 exercises 152-153-154-155-156
page 92 exercises 178-179-180
page 114 exercises 226-227-228.

Song, page 92.

Third Month

Flat Seven, page 108 exercises 205-206-207
page 114 exercises 221-222-223.

Song, page 112.

Triplet page, 109 exercise 215

Song, pages 83 and 104.

Strengthen Problems previously taught.

Teach at least one song a month.

B Assignment

First Month

Divided Beat, page 87 exercise 129
page 84 exercise 148
page 90 exercise 168.

Song, page 84.

Dotted Note, page 100 exercise 189
page 105 exercise 204.

Song, page 105.

Second Month

Sharp Four, page 79 exercise 134
page 85 exercise 150
page 102 exercise 194.

Song, page 19.

Harmonic Minor, page 80 exercise 139
page 86 exercise 157
page 92 exercise 181
page 114 exercise 229.

Song, 101.

Third Month

Flat Seven, page 108 exercise 208
page 114 exercise 224.

Song, page 112.

- Triplet, page 109 exercise 216
page 125 exercise 246
page 126 exercise 251.
Two-Voice Exercises, page 134 exercises 260-261.
Song, page 117.
Teach at least one song a month.

A Assignment

First Month

- Divided Beat, page 77 exercise 130
page 84 exercise 147
page 90 exercise 169.
Song, page 90.
Dotted Note, page 100 exercise 190
page 105 exercise 204.
Song, page 105.

Second Month

- Sharp Four, page 79 exercise 135
page 85 exercise 151
page 102 exercise 193.
Song, page 79.
Harmonic Minor, page 80 exercise 140
page 86 exercise 158
page 92 exercise 182
page 114 exercise 229.
Song, page 102.

Third Month

- Flat Seven, page 108 exercise 209
page 114 exercise 225.
Song, page 112.
Triplet, page 130 exercise 253.
Two-Voice Exercises, page 87 exercise 163
page 134 exercises 260-261.
Songs, pages 107-135.
Teach at least one song a month.

DRAWING AND APPLIED ART

Fall

Draw simple fall flowers and bright-colored vegetables.
Suggestions: Book 1, pages 15, 18, 19; Book 2, pages 18, 19;
Book 3, pages 15, 18, 23; Book 4, pages 20, 24, 27. Crayon and
water colors.

Draw branches of fruit. Suggestions: Book 2, page 22; Book 3, pages 19, 20; Book 4, page 20. Crayon and water color.

Make units of design from plant forms. Suggestions: Book 6, pages 86, 87; Book 4, pages 89, 90; Book 1, page 58.

Design borders from plant forms. Suggestions: Book 6, pages 73, 87; Book 1, page 58. Blotter or book marker.

Winter

December

Construction and applied design—Blotter-pads.

January

Draw with pencil or crayon objects in different positions. In outline. Suggestions: Book 5, pages 53, 54, 55, 57.

Draw with pencil or crayon groups of objects. In outline. Suggestions: Book 5, pages 49, 56; Book 6, page 46.

Object-drawing—Crayon mass. Suggestions: Book 4, pages 50, 55, 56, 59, 60; Book 5, page 44; Book 6, pages 43, 48.

February

Draw winter trees. Suggestions: Book 1, page 11; Book 2, page 7; Book 4, page 6; Book 5, page 26.

Winter landscapes—Brush or crayon. Use as a background for illustrative work. Suggestions: Book 1, page 11; Book 2, pages, 11, 27; Book 3, page 9; Book 4, pages 8, 9, 10.

Spring

Lettering. Suggestions: Book 4, pages 74, 75. Signs. Twigs and flowers. Crayons, water-colors. Suggestions: Book 1, pages 22, 23, 25; Book 2, pages 15, 23; Book 3, pages 22, 23, 24, 25. Book 4, pages 21, 52; Book 6, pages 17, 20, 21; Book 7, pages 19, 27.

Make a pen-wiper.

PHYSICAL TRAINING

C Assignment

Lessons I to VI inclusive.

Beginning Sept. 5, on lesson I, devote two weeks to each lesson.

B Assignment

Lessons VII to XII inclusive.

A Assignment

Lessons XIII to XVIII inclusive.

Games to be chosen from syllabus of games.

Note—Whenever possible, conduct all gymnastics and games in the halls, assembly room or playground.

If the playground is used about half time should be given to games. Here it is essential to take only the corrective exercises, which are on the front of the card.

Where the work must be taken in the classroom, one or two lessons a week should be spent on games.

PHYSIOLOGY AND HYGIENE

See special syllabus of physiology and hygiene.

FIFTH GRADE DIVISIONS

READING

For English and German Pupils—Text-Book

- I Part II of the Progressive Fourth Reader contains forty lessons of well selected reading matter. These lessons should be studied for their subject matter, their words, their authors, their beautiful expressions, in short, as thoroughly as the minds of pupils can study them. The reading should be expressive of the thought and feeling contained in the selection.

Teach the children the proper use of the voice—how to expel the air column to produce a pure, strong tone without tiring the muscles of the throat.

- II The following General order should be observed in taking up these lessons:

During the fall term read the three groups—Anecdotes of Boys who become Great Men, omitting lesson VI.

Readings from Whittier.

Readings from Hawthorne.

Associate with lesson 1, lesson 26.

During the winter term read Short Readings from Great Writers, and lessons 34, 35, 36 and 37 from Historical and Patriotic Selections.

During the spring term read Readings from Two Great Poets of Nature, Nature Studies, Short Poems, and lessons 6, 38, 39, and 40.

This order is an attempt to fit the subject matter of these lessons to the appropriate season. Teachers should carry this idea farther when possible by arranging to have certain lessons on certain days as Washington, on February 22nd; Boyhood of General Grant, on April 27th; The Corn Song, on Thanksgiving Day, etc.

- III In addition to the regular reading lesson attention should be given to the Principles of Reading found as introductory matter, pages 5 to 11. In this connection we wish to emphasize the importance of persistent drill under helpful criticism. Children should read good selections many times, but each time better than the preceding. This gives the advantage of drill in good English, which is stored up as an automatic power in the speech organs.

SUPPLEMENTARY READING

Supplementary Reading has a slightly different point of view from the work in the regular reader. The drill feature should be almost wholly eliminated. Children should read for the joy of it. They should be helped through hard places by the teacher with as little interruption in the thought as possible.

SPELLING

Two words are to be made prominent in each lesson. Their pronunciation, division into syllables, derivation, phonetic properties, oral and written spelling and meaning, are all to be made clear to pupils.

The teaching of a new word may be done by using it in a sentence; by definition or description; by giving a synonym or the antonym; by illustration with object, action or drawing, and by etymology.

Each lesson should have also from eight to twenty subordinate words taken from the text-book or composition exercises. Systematic review each Monday should be made of the prominent words taught in this and in the lower grades. Frequent supplementary dictation, word-building and phonic exercises should be given. Spell much orally. In oral spelling indicate syllables usually in one of these ways:

By slight pauses

By pronunciation of syllables

By repronunciation of syllables.

Teach a little daily, test thoughtfully, drill intensively, and follow up words misspelled persistently.

C Assignment

Champion Spelling Book, Section III, lessons 1 to 60 inclusive; supplementary exercises, 1 to 11 inclusive.

B Assignment

Champion Spelling Book, Section III, lessons 61 to 120; supplementary exercises 12 to 23 inclusive.

A Assignment

Champion Spelling Book, Section III, lessons 121 to 160 inclusive; Annual Spelling Contest, I, II and III.

LANGUAGE AND COMPOSITION

LANGUAGE

All Divisions

Habits of correct speech must be formed by daily practice and exercises for the correction of common errors should be given daily.

Oral practice upon the correct forms of verbs commonly used, as "I see it now," "I saw it yesterday," "I have seen it many times." Oral practice upon the correct forms of pronouns commonly used, as, "It is I," "Is it she?" "Is it he?"

C Assignment

Use of capitals, the period, the interrogation point, the comma (to separate the word, "Yes" or "No," from the statement which follows it; to separate words used in a series; to separate the name of the person addressed from the rest of the sentence), the apostrophe and quotation marks.

Common abbreviations, Rev., M. D., Col., Capt., Gen., Co.

Practice in use of correct forms of verbs, see, do, write, sit, run, eat, know, teach.

Plurals—man, woman, child, berry, lily, loaf, shelf.

Possessives, singular and plural—man, child, woman, girl, boy, dove, fly, bee.

Dictation exercises.

B Assignment

Use of capitals, period, interrogation point, the comma (to separate a word from the word which it explains, to separate an unbroken direct quotation from the preceding words in a sentence, to separate an unbroken direct quotation from words following it in the sentence), the apostrophe and quotation marks.

Common abbreviations, Gov., Esq., Hon., Supt., Pres.

Plurals—country, lady, cherry, leaf, wolf, half, mouse, sheep.

Possessives, singular and plural.

Practice in use of correct forms of verbs—throw, draw, fly, bring, blow, grow, burst, lie (to recline), give.

Dictation exercises.

A Assignment

Use of capitals, the period, the interrogation point, the comma (to separate the parts of a broken quotation from words not quoted), the apostrophe and quotation marks.

Plurals and possessives.

Common abbreviations.

Practice in use of correct forms of verbs, rise, buy, lay, take, shine, begin, come, sing.

Dictation exercises.

C Assignment

COMPOSITION

Oral and written composition based upon:

- (1) Personal observation of fall flowers, changes in trees, dissemination of seeds, migration of birds
- (2) Personal experiences, games and work
- (3) Stories read or told.

Letter Writing

Simple, friendly letters.

Correctness of form, of spelling and punctuation must be insisted upon.

Conversation and Discussion

Courage, truth, unselfishness, duty to parents.

Memorizing of Poems and Selections from Poems

Poems or selections from poems of literary beauty and high moral tone should be taught as an important part of the work in language.

Poems descriptive of the season will add interest to the study.

B Assignment

Oral and Written Composition based upon:

- (1) Personal observation of birds, trees, snow, ice, clouds
- (2) Personal experience, games and work
- (3) Stories read or told.

Letter Writing

Simple, friendly letters.

Correctness of form, of spelling and punctuation must be insisted upon.

Conversation and Discussion

Respect for the aged, care of public property, patriotism.

Memorizing of poems and selections from poems.

A Assignment

Oral and written compositions based upon:

- (1) Personal observation of trees, leaves and flowers
- (2) Personal experiences, games and work
- (3) Stories read or told.

Letter Writing, as in A and B Assignments

Conversation and Discussion

Good manners, kindness to animals.

Memorizing of poems or selections from poems.

GERMAN

Lessons marked * are not to be taken by weak classes.

C Assignment

Reading and Conversation—Nix's *Erstes Deutsches Schulbuch*, lessons 52, 55, 58, 61, 64, 67, 70, 73, 126*, 129, 132, 135, 138, 142, 145, 149*, 155, 160*. *Drittes Lesebuch*, Eclectic Series, lessons 1, 30*, 50, 56, 32*. Lesson 1 to be memorized.

Talk about objects in the school-room, the school-building, and the yard or garden surrounding it. The teacher and the pupil. Correct use of personal pronouns. A room in the city; in the country. (Walther's pictures, plates I and II.)

Language and Grammar—Strong declension of nouns of I, and II, classes with the definite article and the pronouns declined like the definite article. Application of cases in sentences. Conjugation of *haben*.

Translation—Oral and written. Chiefly in connection with reading. Teacher's supplementary book, Ahn-Henn, Part II.

Composition—Easy sentences about topics of conversation.

B Assignment

Reading—Nix's *Erstes Deutsches Schulbuch*, lessons 53, 56, 59, 62, 65, 68, 71, 74, 127, 130, 133, 136, 140, 143, 146, 150*, 157*, 161*. *Drittes Lesebuch*, Eclectic Series, lessons 9, 10, 27*, 20, 6. Lesson 20 to be memorized.

Object-Lessons and Conversation—The home of the child; the family—father, mother, grandparents, brothers and sisters, relatives, friends, acquaintances, servants. Life in the city; in the country. Furniture in the house; kitchen utensils and their uses. (Walther's pictures, plates III to VI.)

Language and Grammar—Strong declension of nouns, III, class, conjugation of *sein*. Normal and inverted order of words in simple sentences.

Translation—Oral and written, based upon reading and object-lessons. Apply the grammatical forms learned. Ahn-Henn, see first term.

Composition—See C Assignment.

A Assignment

Reading—Nix's *Erstes Deutsches Schulbuch*, lessons 54, 57, 60, 63, 66, 69, 72, 128, 131, 134, 137, 141*, 144*, 147, 151*. *Drittes Lesebuch*, Eclectic Series, lessons 12, 28, 39, 7*, 24, 33. Lesson 33 to be memorized.

Object-Lessons and Conversation—The child's home continued—living-room, bed-room, parlor, kitchen, cellar—use of these apartments. The yard, the barn, the stable. The garden in spring, in autumn. Implements used in gardening. (Walther's pictures, plates VII to XI.)

Language and Grammar—Conjugation of weak verb, indicative active. The simple sentence: subject and predicate.

Translation—See B Assignment.

Composition—See C Assignment.

WRITING

Blackboard writing

Regular movement drills

Carefully conducted speed tests

Spencer's Practical Writing Book No. 5.

ARITHMETIC

C Assignment

Fundamental operations reviewed to secure rapidity and accuracy.

Review notation and numeration to millions with many vacant orders.

Review fractional parts of one hundred, halves, fourths, eighths, and thirds.

Review fractions; in addition and subtraction, fractions having the same denominator used first. Second, fractions one of whose denominator is a multiple of the other. Teach fractions whose common denominator can easily be found by inspection. All fractional work in its initial stages taught by the use of diagrams. Pages 80, 81, 82.

Frequent exercises in the use of denominate numbers to promote facility in the use of the multiplication table. Reductions only.

Scale drawing, square measure.

Form study.

The assignment covers the first 31 pages of the Rational Arithmetic.

B Assignment

The B Assignment in Arithmetic extends to page 71 in Rational Arithmetic.

In fractions, pupils should specialize within the limit of text in the following processes until they are skillful in their use:

Reduction of integers and mixed numbers to fractions

Reduction of improper fractions to integers or mixed numbers

Addition and subtraction of mixed numbers

Reduction of fractions to higher or lower terms

The work of this last topic should be especially thorough, as addition, subtraction and division of fractions usually involve one or both processes.

Denominate numbers. The work here outlined should be extended to cover all the tables of denominate numbers in the text.

In area make frequent use of the diagram in order that the pupil may understand the meaning of the process. Teach the square inch, foot, etc., as the unit of measure in area; the cubic inch, foot or yard in volume.

Pupils should be led to see that reduction of denominate numbers ascending or descending is analogous to reducing fractions to lower and higher terms.

Oral and mental arithmetic should be given daily in abstract and concrete problems.

The assignment includes business applications, form study and problems in measurement within the limit assigned.

A Assignment

Give special attention to reading and writing numbers to millions; in decimal notation, tenths, hundredths, and thousandths.

*Unify the work in area with the plans for school and home gardens; utilize every opportunity for basing problems upon real conditions.

Give special attention to addition, subtraction, and multiplication and *division of decimal fractions.

Emphasize the use of the common aliquot parts of one hundred and their decimal equivalents.

Drill thoroughly on tables in denominate numbers.

In the written work require careful arrangement, brief, accurate statements as well as results.

Give attention to multiplication and *simple division of common fractions in this term.

The advance work of arithmetic will extend to page 95.
*Pages 95-99.

*Topics starred are optional.

Note—Freedom is given in the use of problems in either term's assignments that are applicable to principles being taught in any other term, within the limit of the Fifth Grade work.

HISTORY

C Assignment

U. S. History, 12 weeks. Text: First Book in American History, Eggleston, pp. 1-35. Municipal Civics, 3 weeks. Department of Public Safety, Department of Police. See Good Citizenship, pp. 1-29 and 55-76.

B Assignment

U. S. History, 9 weeks, Eggleston, pp. *35-42, 42-67. Municipal Civics, 3 weeks, Department of Public Safety, Fire Department. See Good Citizenship, pp. 30-54 and 76-102.

A Assignment

U. S. History, 9 weeks, Eggleston, pp. *67-79, 79-101. Municipal Civics, 3 weeks, Department of Public Service, Department of Parks, of Street Cleaning, of Garbage, and of Health. See Good Citizenship, pp. 103-138 and 139-189.

* Topics starred are optional.

Remarks—The above assignment has in view a single grade in a room. Should there be two grades, give the work of the lower unless that would lead to a repetition of this work by the upper grade, in which case give both grades the upper work. Should any other complication arise, consult the Supervisor of this subject. In all cases the school should work as a whole in History.

GEOGRAPHY

C Assignment

Natural Elementary Geography. Lessons: 38, 39, 40, Correlations and Comparisons, 41, 42, 43, 44, 45, 35, *47, *48, Correlations and Comparisons.

B Assignment

Lessons: 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, *62, Correlations and Comparisons.

A Assignment

Lessons: 63, 64, 65, 66, 67, 68, 69, 70, *71, *72, Correlations and Comparisons, 74, 64, 76, *77, *78, *79, *80, *81, *82, *83, *84.

* Topics starred are optional.

MUSIC

Classes consisting of one division, will take the regular assignment for such division.

C and B division classes will take C Assignment

B and A division classes will take B Assignment

A and C division classes will take B Assignment

When the A division of one grade and the C division of the next grade above are in one class, take the work of the **lower grade**, excepting where a change of text book occurs, in which case, take the C Assignment of the **upper grade**.

Do not confine the teaching of part songs to the melody **only**. All the parts of a part song should be taught to convey the proper impression harmonically as well as melodically. Patriotic songs should be sung in unison. Memorize "America," "God Guard Columbia," "Columbia, the Gem of the Ocean," "The Star Spangled Banner," verses 1-4.

Commence each outline on the first of the month. Pitch pipes must be used in giving key for all songs and exercises. Put special emphasis on tests in SIGHT READING, and give drill in key signatures and two-voice work.

C Assignment

MELODIC THIRD READER

Reference, Manual, "Music in the Grades."

First Month

Divided Beat, page 14 exercise 2

page 15 exercise, Melody in Sight Reading

page 27 exercise 21

page 91 exercise 112.

Songs, pages 4-6-15-30.

Dotted Note, page 14 exercise 3

page 35 exercises 33-34

page 39 exercise, Mozart

Second Month

Chromatics, page 19 exercises 11-12

page 29 exercise 22

page 39, exercises 39 thro. 40

page 52 exercise 52.

Songs, pages 12-18.

Harmonic Minor Scale, page 22 exercises 15-16-17

page 31 exercises 26-27-28

page 59 exercises 61-62-63

page 66 exercise 77.

Song, page 31.

Third Month

- Two Voice, page 33 exercise 31
page 37 exercise 37
page 53 exercise 54
Songs, pages 23-63.
Triplet, page 53 exercises 57-58
page 69 exercise 80.
Teach at least one song a month.

B Assignment

First Month

- Divided Beat, page 14 exercise 2
page 17 exercise 8
page 27 exercise 21
page 91 exercise 112.
Songs, pages 78-62-57.
Dotted Notes, page 14 exercise 3
page 35 exercises 33-34
page 47 exercise 47.
Song, page 47.

Second Month

- Chromatics, page 19 exercise 13
page 29 exercise 23
page 64 exercise 73
page 52 exercise 52.
Songs, pages 73-50.
Harmonic Minor Scale, page 22 exercise 18
page 31 exercise 29
page 59 exercise 64.
Song, page 59.

Third Month

- Two-Voice, page 23 exercise 19
page 32 Solfeggio
page 46 exercise 46
page 85 exercise 105.
Songs, pages 52-65-34.
Triplet, page 53 exercises 57-58
page 59 exercise 80.
Song, page 77.
Teach at least one song a month.

A Assignment**First Month**

Divided Beat, page 14 exercise 2
page 17 exercise 9
page 27 exercise 21
page 91 exercise 112.

Song, page 28, "The Moon."

Dotted Note, page 14 exercise 3
page 35 exercise 33-34
page 47 exercise 48.

Second Month

Chromatics, page 19 exercise 14
page 29 exercise 23
page 64 exercise 74
page 52 exercise 52.

Song, page 58.

Harmonic Minor Scale, page 22 exercise 18
page 31 exercise 30
page 59 exercise 64.

Song, page 66.

Third Month

Two-Voice, page 23 exercise 19
page 32 exercise Solfeggio
page 46 exercise 46
page 85 exercise 104.

Triplet, page 53 exercise 57
page 77 exercise 89.

Song, page 26.

Teach at least one song a month.

DRAWING AND APPLIED ART**Fall**

Draw flowers, fruit, seed-pods. Crayon or brush. Suggestions: Book 5, pages 17, 22, 24, 25, 26; Book 6, pages 17, 18, 19, 20, 22, 23; Book 7, pages 19, 20, 22, 23.

Make units of design from plant forms. Suggestions: Book 5, pages 86, 90; Book 6, pages 67, 73, 75, 85, 86, 87, 92; Book 7, pages 22, 99, 115, 116.

Make a cover for a quotation-book. Use a border as decoration.

Winter**December**

Construct a simple object.

January and February

Draw with crayon or pencil objects in different positions. In outline. Suggestions: Book 5, pages 53, 54, 55, 57.

Draw with crayon or pencil groups of objects. In outline. Suggestions: Book 5, pages 49, 56; Book 6, page 46. Outline drawings may be finished with brush and ink. Suggestions: Book 7, pages 48, 49.

Object drawing. Crayon mass. Suggestions: Book 4, page 50; Book 5, page 44; Book 6, pages 43, 48.

Spring**March**

Lettering. Suggestions: Book 5, pages 69, 70; Book 4, pages 74, 75. Make a book-cover, signs, etc.

April and May

Draw birds. Suggestions: Book 6, page 38; Book 5, page 32.

Draw boats. Suggestions: Book 6, page 10; Book 5, page 9.

Trees, twigs, and flowers. Crayon or brush. Suggestions: Book 5, pages 17, 19, 21, 22, 26; Book 6, pages 17, 20, 21, 26, 86; Book 7, pages 19, 25, 27.

MANUAL TRAINING**KNIFEWORK—BOYS****Equipment**

Knife, square, rule, compass, awl.

Drawing

Working drawing and sketching in connection with the projects constructed.

Design

Applied in outline, surface decoration and color.

C Assignment

Envelope, garden label, puzzle, pencil sharpener.

B Assignment

Yarn winder, dough spade, pen rack.

A Assignment

Photograph stand, note file, boat.

Parallel and supplementary lessons are planned.

SEWING—GIRLS**C Assignment****Sewing Bag**

Some study of textiles, warp and woof threads, selvages.

The story of the flax.

Measurements: $\frac{3}{4}$ yd. $\frac{3}{4}$ in. $\frac{1}{4}$ in. $\frac{1}{2}$ in.

Stitches: Basting, overhanding, hemming, running, back, outline.

Printing: The initials of the pupil.

Suggestions for Christmas: Make a small bag of ribbon or silk.

B Assignment**Flannel Skirt**

Measurements: Each pupil is measured by another pupil for length of skirt and band. Directions for cutting are to

be given the class, after which, each girl cuts her own skirt.

New stitches: Gathering, catch stitch, feather stitch, button hole.

A Assignment**Flannel Skirt**

The skirt should be finished by the middle of April.

Mending

Patches: Hem, overhand, catch stitch.

Darning.

PHYSICAL TRAINING**C Assignment**

Lessons I to VI inclusive.

Beginning Sept. 5, on lesson I, devote two weeks to each lesson.

B Assignment

Lessons VII to XII inclusive.

A Assignment

Lessons XIII to XVIII inclusive.

Games as contained in syllabus of games.

Note—Whenever possible, conduct all gymnastics and games in the halls, assembly room or playground. If the playground is used, about half time should be given games. Here it is essential, to take only the corrective exercises which are on the front of the card. Where the work must be taken in the classroom, one or two lessons a week should be spent on games.

PHYSIOLOGY AND HYGIENE

See special syllabus of physiology and hygiene.

SIXTH GRADE DIVISIONS

SPELLING

Two words are made prominent in each lesson. Their pronunciation, division into syllables, derivation, phonetic properties, oral and written spelling and meaning, are all to be made clear to pupils.

The teaching of a new word may be done by using it in a sentence; by definition or description; by giving a synonym or the antonym; by illustration with object, action or drawing, and by etymology.

Each lesson should have also from eight to twenty subordinate words taken from the text-book or composition exercises. Systematic review each Monday should be made of the prominent words taught in this and in the lower grades. Frequent supplementary dictation, word-building and phonic exercises should be given. Spell much orally. In oral spelling indicate syllables usually in one of these ways:

By slight pauses

By pronunciation of syllables

By repronunciation of syllables.

Teach a little daily, test thoughtfully, drill intensively, and follow up words misspelled persistently.

C Assignment

Champion Spelling Book, Section IV, lessons 1 to 60 inclusive; supplementary exercises, 1 to 12 inclusive.

B Assignment

Champion Spelling Book, Section IV, lessons 61 to 120 inclusive; supplementary exercises 13 to 25 inclusive.

A Assignment

Champion Spelling Book, Section IV, lessons 121 to 160 inclusive; Annual Spelling Contest, I, II, III, and IV.

LANGUAGE AND COMPOSITION

C Assignment

LANGUAGE

Capitalization, punctuation, language, formation of plurals and possessives.

Subject, predicate, noun, pronoun, classification of sentences.
Daily exercise in writing from dictation.

Daily oral practice upon correct forms of verbs and pronouns commonly used.

COMPOSITION

Oral and written compositions based upon:

1 PERSONAL OBSERVATION

Fall—Changes in trees, dissemination of seeds, migration of birds.

Winter—Snow, ice, clouds, birds, trees

Spring—Birds and their nests.

2 PERSONAL EXPERIENCE

3 STORIES READ OR TOLD

Letter Writing

Informal, friendly letters

Letters of courtesy

Correctness of form, of spelling and punctuation must be insisted upon.

Conversation and Discussion

Truth, obedience, duty to parents.

Memorizing of poems

Poems or selections from poems of literary beauty or high moral tone should be taught as an important part of the work in language. Poems descriptive of the season or bearing upon any subject discussed in the composition work will add interest to the study.

B Assignment

LANGUAGE

Capitalization, punctuation, formation of plurals and possessives.

Verb, adjective, adverb, preposition.

Daily oral practice upon correct forms of verbs and pronouns commonly used.

Daily exercise in writing from dictation.

COMPOSITION

Oral and written compositions based upon:

1 PERSONAL OBSERVATION

Fall—Changes in trees, dissemination of seeds, migration of birds

Winter—Snow, ice, clouds, birds, trees

Spring—Birds and their nests.

2 PERSONAL EXPERIENCE**3 STORIES READ OR TOLD**

Letter Writing

Business letters

Practice in writing applications for positions, advertisements, answers to advertisements and mail orders

Correctness of form, of spelling and punctuation must be insisted upon.

Conversation and Discussion

Faithfulness, loyalty, justice.

Memorizing of poems or selections from poems.

A Assignment

LANGUAGE

Capitalization, punctuation, formation of plurals and possessives.

Conjunction; interjection. Review other parts of speech.

Daily oral practice upon correct forms of verbs and pronouns commonly used.

Daily exercise in writing from dictation.

COMPOSITION

Oral and written compositions based upon:

1 PERSONAL OBSERVATION

Fall—Changes in trees, dissemination of seeds, migration of birds

Winter—Snow, ice, clouds, birds, trees

Spring—Birds and their nests.

2 PERSONAL EXPERIENCE**3 STORIES READ OR TOLD**

Letter Writing

Informal, friendly letters

Business letters

Letters of courtesy.

Conversation and Discussion

Respect for the aged, care of public property, good manners.

Memorizing of poems or selections from poems.

GERMAN

C Assignment**Reading**—Drittes Lesebuch, Eclectic Series. For careful reading and discussion, lessons 2, 14, 25, 37, 46, 50, 52, 74, 77.

For rapid reading, lessons 18, 82, 85, 107, 113. Lessons 52 and 74 to be memorized.

Object-Lessons and Conversation—Life in the country compared with life in the city. The village, the surrounding fields, meadows, pastures, and forests. The fields in spring, summer, and autumn. Agricultural implements. (Walther's pictures, plates XII to XVI, also plate XXIII.) Discussion of reading matter.

Language and Grammar—Review of conjugation of auxiliary and weak verbs. Conjugation of *werden*. Weak and mixed declension of nouns. Declension of nouns with indefinite article and pronouns declined like it. The simple sentence—subject, predicate, direct, and indirect object.

Translation—Oral and written. Continued application of declensions and conjugations. Supplementary book for teachers, Ahn-Henn, Part Two.

Composition—Writing of short stories and descriptions, topics to be taken from object-lessons and conversation work.

B Assignment

Reading—Drittes Lesebuch, Eclectic Series. For careful reading and discussion, lessons 11, 15, 21, 26, 40, 45, 55, 65, 66, 90. For rapid reading, lessons 22, 60, 80, 93, 94. Lessons 11 and 90 to be memorized.

Object-Lessons and Conversation—The city; life in the city—the streets, houses, public buildings, churches, bridges, stores, factories, depots, etc. The market-place. Life in the street, transportation of people, of goods. Erection of buildings. (Walther's pictures, plates XVII to XXIV.)

Language and Grammar—Weak, strong, and mixed declension of adjectives. Arrangement of objective and adverbial elements in the sentence.

Translation—Oral and written. See first term.

Composition—See C Assignment.

A Assignment

Reading—Drittes Lesebuch, Eclectic Series. For careful reading and discussion, lessons 13, 19, 23, 34, 44, 48, 62, 67, 95, 110. For rapid reading, lessons 16, 29, 57, 58, 69. Lesson 67 to be memorized.

Object-Lessons and Conversation—The water: ocean, lakes, rivers, brooks, springs. Life in and on the water. The railroads. Mail-service, the mail-coach. The forests—culture, use, inhabitants. (Walther's pictures, plates XXII, XXX, XXIV, XXV, XXVI.)

Language and Grammar—Comparison of adjectives—regular. Conjugation of strong verbs, indicative active. The teacher may follow sections 231-232 of Joynes-Meissner's German Grammar.

Translation—See C Assignment.

Composition—See C Assignment.

WRITING

Rapid forearm movement exercises

Speed tests

Uniformity in size, slant and spacing

Spencer's Practical Writing Book No. 6.

ARITHMETIC

C Assignment

Note—Mental and oral arithmetic should be given daily for about one-fourth of the recitation period, usually preceding the other work. It should have a fourfold aim:

To keep up a continuous review of essential processes in order to insure accuracy and facility

To introduce new principles which are to be developed

To give sufficient drill upon principles which have been presented to the class, in order that pupils may have much practice and become skillful in their use

To give exercises designed to control large numbers mentally

Notation and numeration of integers.

Teach greatest common divisor and least common multiple.

The special topics assigned for the first term will be common and decimal fractions, with such general application of fundamental processes as are indicated within the limit of the assignment.

The advance work in arithmetic will extend from page 99 to page 152 in Rational Arithmetic.

Review reduction, addition, subtraction and multiplication of common fractions.

Give many problems in area based upon measurement of school rooms, halls, school buildings and school yards.

Dubbs' Mental as needed.

B Assignment

The assignment for the second term will extend to page 187, division of fractions.

The special topics for the second term will include equation, area, volume and common fractions.

Area compared to area of triangles.

The application of these processes will give frequent opportunity for the making of original problems by the pupils.

Extend the work in fractions and sum up in definitions, terms and processes used.

A Assignment

The assignment will extend to page 212, paragraph 82, in Rational Arithmetic. Pages 213-223 are to be omitted.

The study of percentage within the limits of these pages.

Review multiplication and division of decimal fractions.

Division of common fractions, pages 187-192.

Give special attention to decimal notation.

Unify work in area and volume with school and home gardens.

Special attention should be given to the analysis of concrete fractional examples during the three terms.

Note—In problems requiring several operations or steps it is well to first indicate the operations by means of signs.

Dubbs' Mental (Complete) Arithmetic to page 98. Schools may study selections on other pages of this book for drill in common fractions.

Dubbs' Mental, pages 163 to 167 inclusive, for drill in I case of percentage.

*Topics starred are optional.

HISTORY

C Assignment

U. S. History, Text, Eggleston, pp. 102-133. Also story of Gutenberg and the Invention of Printing. Municipal Civics, Department of Public Service: Department of Health and Water Works.

B Assignment

U. S. History, Eggleston, pp. 134-161; also invention of steam engine, locomotive and sewing machine. Municipal Civics, Mayor and Council.

A Assignment

U. S. History, Eggleston, pp. 161-200. Also story of invention of electric light and telephone. Municipal Civics, Treasurer and Auditor.

GEOGRAPHY

C Assignment

Natural Advanced Geography, pp. 5-7, 23-25, 45-54, omitting Climate, 55-57. See Carpenter's North America, pp. 14-45, 62-65.

Carpenter's North America, pp. 9-14, 76-99.

Special attention in proper relation to quarrying, ship-building and shipping and the manufacture of woolen and cotton goods.

In addition to Capital, learn one or two important cities of each state.

B Assignment

Natural Advanced Geography, from page 66 to Ohio on page 72. Ohio Supplement pp. 1-7, including first column on p. 7, also pp. 73 (Indiana) to 83 inclusive.

Special attention in proper relation to cotton and tobacco growing, corn and wheat raising, milling, stock raising and meat packing, lumbering, coal mining, and manufacture of iron.

Carpenter's North America, pp. 45-76, 99-235.

Learn Capital and one or two of the principal cities of each state.

A Assignment

Natural Advanced Geography, pp. 85-99.

Make study of Central America and West Indies optional. Use Bulletin, pp. III-IVB as reading matter.

Carpenter's Europe, 235-352.

Intensive study in proper relation of gold and silver mining, fruit growing and shipping, and fishing.

Learn in addition to Capital, one or two cities of each state.

MUSIC

Classes consisting of one division will take the regular assignment for such division.

C and B division classes will take C assignment

B and A " " " " B "

A and C " " " " B "

When the A division of one grade and the C division of the next grade above are in one class take the work of the **lower grade**, excepting where a change of text book occurs, in which case, take the C assignment of the **upper grade**.

Do not confine the teaching of part songs to the melody

only. All the parts of a part song should be taught to convey the proper impression harmonically as well as melodically. Patriotic songs should be sung in unison. Memorize "America," "God Guard Columbia," "Columbia, the Gem of the Ocean," "The Star Spangled Banner," verses 1 and 4.

The Signatures of all major keys should be memorized—together with their relative minors. Commence each outline on the first of the month. Pitch pipe must be used in giving key for all songs and exercises. Put special emphasis on tests in Sight Reading and give drill in key signatures and three-voice work.

C Assignment

MELODIC THIRD READER

Reference, Manual, "Music in the Grades."

First Month

Dotted Note, page 156 exercise 198

Songs, pages 105-162.

Chromatics, page 116 exercises 133 thro 136

page 130 exercises 148 thro 151

page 141 exercise, Carl Reinecke

page 149 exercises 185-186-187.

Songs, pages 102-106-108.

Second Month

Melodic Minor Scale, page 119 exercise 139

page 132 exercises 153-154-155

page 148 exercise 181.

Two Voice, page 133 exercise 160

page 143 exercise 173

page 152 exercise 195.

Song, page 174.

Third Month

Three Voice, page 113 exercises 125 thro. 128

page 127 exercise 147

page 133 exercise 161

page 143 exercise 172.

Song, page 115.

Teach at least one song a month.

B Assignment

First Month

Dotted note, page 156 exercise 199.

Chromatics, page 116 Solfeggio

page 130 exercise 152

page 157 exercise 203

page 159 exercise 205.

Songs, pages 150-152-153.

Second Month

Melodic Minor Scale, page 119 exercise 139

page 132 exercise 156

page 148 exercise 182.

Song, page 132.

Two Voice, page 122 exercise Solfeggio

page 113 exercises 125 thro 128

page 119 exercise 137.

Song, page 111.

Third Month

Three Voice, page 134 exercise 162

page 143 exercise 174

page 148 exercise 179

page 155 exercise 197

page 157 exercise 202.

Songs, pages 156, 118.

Teach at least one song a month.

A Assignment

First Month

Three Voice, page 119 exercise 138

page 139 exercise 167

page 148 exercise 180

Songs, pages 131-121.

Second Month

Three Voice, page 149 exercise 191

page 150 exercise 193

page 152 exercise 196.

Songs, pages 177-135.

Third Month

Three Voice, page 155 exercise 197

page 168 exercise 206

page 176 exercise 217.

Songs, pages 179-136.

Teach at least one song a month.

DRAWING AND APPLIED ART**Fall**

Draw flowers, fruit and seed-pods. Pencil. Suggestions: Book 5, pages 17, 19, 20, 21, 22, 26; Book 6, pages 20, 22, 73, 86; Book 7, pages 22, 25, 27.

Make units of design from plant forms. Suggestions: Book 5, pages 86, 90; Book 6, pages 67, 73, 75, 85, 86, 87, 92; Book 7, pages 22, 99, 115, 116. Arrange a sheet of these units. Save.

Make a book cover. Use a corner decoration. The corner design can be utilized in the manual training department; save the stencils.

Winter**December**

Picture-study—Corot.

Make a Corot calendar or book cover. Use a surface covering as decoration.

January and February

Picture-study—Corot, Rousseau, Daubigny.

Make a picture-study booklet. Letter the cover.

Draw with pencil objects in different positions. In outline. Suggestions: Book 5, pages 53, 54, 55, 57; Book 6, pages 43, 45, 46, 47, 52, 53, 54, 55, 56.

Outline drawings may be finished with brush and ink. Suggestions: Book 6, page 47; Book 7, page 48.

Draw with pencil groups of objects. In outline. Suggestions: Book 5, pages 49, 56; Book 6, page 46.

Spring

Mass drawing of objects. Pencil. First sketch lightly. Suggestions: Book 5, page 44; Book 6, pages 43, 48; Book 7, pages 45, 47.

Draw birds. Suggestions: Book 6, page 38; Book 5, page 32.

Draw boats. Suggestions: Book 6, page 10; Book 5, page 9.

Trees, twigs and flowers. Brush or pencil. Suggestions: Book 5, pages 17, 19, 21, 22, 26; Book 6, pages 6, 17, 20, 21, 26, 86; Book 7, pages 7, 9, 19, 25, 27.

MANUAL TRAINING**KNIFEWORK—BOYS****Equipment**

Knife, square, rule, compass, awl.

Drawing

Working drawing and sketching in connection with the projects constructed.

Design

Applied in outline, surface decoration and color.

C Assignment

Envelope, parcel carrier, calendar.

B Assignment

Cat stick, cat, awl handle.

A Assignment

Match box, key rack.

Parallel and supplementary lessons are provided.

SEWING—GIRLS

The sewing in this grade is the making of the personal equipment for domestic science in the seventh grade. Some study of textiles should be continued.

C Assignment

Dish Cloth

Measurements: 12 in., 1-4 in., 4 in.

French or Napery hem.

Stitches: Overhanding, back, outline.

Printing: First initial of the pupil and last name in full.

Dish Towel

The same as the dish cloth, excepting the measurement of 1 yard in place of 12 inches. Repetition of the same problem gives opportunity for more independent work on the part of the pupil, a better quality of work and increase in speed.

Cuffs

Measurements: Each pupil is measured by another pupil for length and width. Directions should be given to the entire class.

Stitches: Basting, running, back, half back, hemming, outline.

Printing: First initial and last name in full.

B Assignment

Apron

Measurements: Each pupil is measured by another pupil according to directions.

Stitches: Basting, running, back, hemming, gathering, overhanding, outline, button hole.

Printing: First initial of the pupil and last name in full.

A Assignment**Cap**

There are no new stitches in the cap. The aim should be to improve the quality of the work and to increase the speed.

Mending

Review of the different kinds of patches and darning.

PHYSICAL TRAINING**C Assignment**

Lessons I to VI inclusive.

Beginning Sept. 5, on lesson I, devote two weeks to each lesson.

B Assignment

Lessons VII to XII inclusive.

A Assignment

Lessons XIII to XVIII inclusive.

Games as contained in syllabus of games.

Note—Whenever possible conduct all gymnastics and games in the halls, assembly room or playground. If the playground is used about half time should be given to games. Here it is essential to take only the corrective exercises, which are on the front of the card. When the work must be taken in the classroom, one or two lessons a week should be spent in games.

PHYSIOLOGY AND HYGIENE

See special syllabus of physiology and hygiene.

SEVENTH GRADE DIVISIONS

READING

For English and German pupils—Text Book

- I Study with pupils the "Suggestions on Vocal Training" found as introductory to Part I of the Progressive Fifth Reader. See that each pupil can give accurately the various elementary sounds, vocal, subvocal, and aspirate. Aim to cultivate throughout the year purity of tone and flexibility of voice. Teach pupils how to use the diaphragm in breathing, especially in expelling the air column in speaking, reading and singing.
- II Part I of our Fifth Reader contains 50 lessons, including introductory matter. Three forty-minute periods set apart in the time table for text-book reading would seem sufficient to enable a very good school to complete the whole of Part I within the year. The following lessons are indicated as the average requirement. They should be taken up in the order given: 2, 3, 14, *18, 26, *31, *36, 44, *46, 4, 16, 17, *19, 27, *32, 37, *40, 5, 6, *7, 21, 23, 28, *34, *43, 8, 9, 22, 24, 29, *30, *46, *35, *11, *12, *20, 25.
- III Starred lessons may be omitted in schools in which the pupils are somewhat backward in English, thus needing more intensive study of fewer selections. On the other hand every lesson in Part I may be taken by schools which find themselves able to master them.
- IV These lessons are the pupils' opportunity to add to their vocabularies. Intensive study is to be made of this text-book work. Aim to have expressive reading. See that pupils not only master the thought content but that they express it. Encourage freedom in reading. For the most part pupils should read standing before their classmates. The school should be the audience for each reader, who should read in a natural and communicative tone of voice.
- V Memorize: Lessons 17, 23, 24, 25, 47. Bacon's Advice, page 18. Other poems and fine prose for committing to memory will be sent from the office.

Make use of the helps and suggestions found after each lesson. Drill on the meanings, pronunciation of words.

The teacher should take part in each reading lesson, not merely as a questioner, but as a reader, setting an example of easy, well modulated and clearly enunciated free reading.

By taking the minimum assignment in the Reader, sufficient time may be gained to enable the English and German pupils to read during this 120-minute-a-week period some interesting book of supplementary matter found in the different buildings. Teachers will select.

SUPPLEMENTARY READING

For English Pupils

The reading known as supplementary differs from the text-book reading in that it is less intensive. Pupils should be allowed to read for the joy of it—to get the story and descriptions and instruction which the piece affords.

Every school has the *Cricket on the Hearth*. This will be a good introduction to this kind of reading and will be taken during the fall term.

The three forty-minute periods set aside weekly in the timetable for supplementary reading will enable good schools to read in addition to the *Cricket on the Hearth* other selections from the list of books found in the various buildings.

For the second or winter term, *Evangeline* will correlate well with the History. Additional work may be selected as in fall term. *Whittier's Snow Bound* will be in keeping with this season.

For the spring term read *Hale's Man Without a Country*. We hope to have books for all. In the event that no set is in any given school, make the most of a single copy. Read such other books as may be in your list of supplementary reading.

SPELLING

Two words are made prominent in each lesson. Their pronunciation, division into syllables, derivation, phonetic properties, oral and written spelling and meaning, are all to be made clear to pupils.

The teaching of a new word may be done by using it in a sentence; by definition or description; by giving a synonym or antonym; by illustration with object, action or drawing; and by etymology.

Each lesson should have also from eight to twenty subordinate words taken from the text-book or composition exercises. Systematic review each Monday should be made of the prominent words taught in this and in the lower grades. Frequent supplementary dictation, word-building and phonic exercises should be given. Spell much orally. In oral spelling indicate syllables usually in one of these ways:

By slight pauses
By pronunciation of syllables
By repronunciation of syllables.

Teach a little daily, test thoughtfully, drill intensively and follow up words misspelled persistently.

C Assignment

Champion Spelling Book, Section V, lessons 1 to 60 inclusive; supplementary exercises 1 to 11 inclusive.

B Assignment

Champion Spelling Book, Section V, lessons 61 to 120 inclusive; supplementary exercises, 12 to 24 inclusive.

A Assignment

Champion Spelling Book, Section V, lessons 121 to 160 inclusive; Annual Spelling Contest, I, II, III, IV and V.

GRAMMAR

General Remarks

An assignment of Work in Grammar must be liberally interpreted. The space to be covered may be indicated with fair precision but the depth of the work must depend somewhat upon the pupils. In the character of the exercises given to pupils for analysis, great judgment must be exercised lest they be led far beyond their understandings.

Drill has some place in those things which are merely formal—conjugations of verbs, declensions of pronouns—comparisons, etc.

C Assignment

Review Parts of Speech.

Use Chapter IV, Scott and Southworth's Grammar as a basis for teaching pupils the nature of the sentence—the kinds of verbs, complements, phrases, essentials, etc., omitting clauses and appositives.

Teach principal parts of abide, be, bear, begin, bid, bind, bite, blow, break, bring, build, burn, burst, buy, catch, come, do, draw, drink, eat and fall.

Make use of short sentences forming all tenses of indicative and potential modes, as John eats—ate—has eaten—had eaten—will eat—will have eaten, etc.

B Assignment

Review "Westminster Abbey," p. 71. Take omitted parts of Chapter IV, and Chapter V.

Continue exercises in analysis, using sentences of sufficient difficulty to require careful thought.

Take uses of Nouns, Chapter VI, omitting subjects of Infinitive and the use with a Participle.

Teach by use of short sentences the principal parts of fly, forget, forsake, freeze, get, give, go, grow, hang, lay, lie, ride, ring, rise, run, see, shake, shrink, sing, sink, sit, slay, smite, speak.

A Assignment

Continue exercises in uses of nouns, completing such parts of Chapter VI as may have been omitted in B Division.

Omit subject of Infinitive.

Teach Conjunctive (and relative), and Adjective Pronouns.

Teach by use of short sentences the principal parts of the following verbs, forming all the tense forms of the Indicative and Potential modes. Vary the exercises by using active and passive forms. This is purely drill work.

Speak, spring, stand, steal, strew, strike, strive, swear, swim, take, teach, tear, think, throw, thrust, wear, weave, wring, write.

Review verbs of preceding divisions.

Continue analysis of sentences, selecting from Grammar and Reader.

Use sentences that have thought worthy of study.

GERMAN

Lessons marked * are not to be taken by weak classes.

C Assignment

Reading—Höheres Viertes Lesebuch, Eclectic Series. For careful reading and discussion, lessons 3*, 10, 13, 14, 21, 26, 42, 48. For rapid reading, lessons 29, 31, 50*. Lessons 13 and 26 to be memorized.

Conversation—To be carried on in connection with reading. Phraseology of daily life to be taught gradually in this grade and the eighth.

Language and Grammar—Review of declension of nouns with adjectives, choose nouns from Collar-Eysenbach's Graded German Lessons, sections 367 and 369. Principal parts of strong verbs, choose from Joynes-Meissner's German Grammar, sections 241-243 and 246. Prepositions governing the accusative case. Compound sentences with the conjunctions und, oder, aber, allein, sondern, auch.

Translation—Oral and written. Material to be selected from reading and conversation. Application of grammatical forms. Supplementary book for teachers, Ahn-Henn, Part Two.

Composition—Oral and written. At least one written exercise of 60 to 80 words every two weeks. Topics to be taken from reading matter. One letter.

B Assignment

Reading—Höheres Viertes Lesebuch, Eclectic Series. For careful reading and discussion, lessons 4, 8, 17, 28, 37, 41, 46, 54*, 55. For rapid reading, lessons 22, 40, 44*. Lessons 46 and 55 to be memorized.

Conversation—See C Assignment.

Language and Grammar—Review of declension of nouns with adjectives, choose nouns from sections 371, 372, 375 of Collar-Eysenbach's Graded German Lessons. Principal parts of strong verbs to be taken from Joynes-Meissner's German Grammar, sections 247-249. Prepositions governing the dative case.

Translation—See C Assignment

Composition—See C Assignment.

A Assignment

Reading—Höheres Viertes Lesebuch, Eclectic Series. For careful reading and discussion, lessons 7, 15, 35, 38, 43, 45, 58*, 60. For rapid reading, lessons 19, 31, 56*, 59*.

Lessons 43 and 60 to be memorized.

Conversation—See C Assignment.

Language and Grammar—Review of declension of nouns with adjectives—choose nouns from sections 368 and 370 of Collar-Eysenbach's Graded German Lessons. Declension of personal pronouns. Prepositions governing both the dative and accusative cases.

Translation—See C Assignment.

Composition—See C Assignment.

WRITING

Movement exercises

Speed tests

Forearm movement in all written work

Individuality

Spencer's Practical Writing Book No. 7.

ARITHMETIC

C Assignment

Begin the term with a full review of fundamental operations.

Walsh, pages 291-295, gives the type of work, also Common Fractions, page 264, ex. 8; 276, ex. 2-6; 302, ex. 38-41; 303, ex. 58; 304, ex. 64-74; 305, ex. 82-85; 306, ex. 90; 276, ex. 8; 303, ex. 55; 305, ex. 81; 306, ex. 87; 307, ex. 108, 98; 366, ex. 12; 385, ex. 1; 387, ex. 1 through 16; 388, ex. 1, 2, 3, 5, 7, 8, 10; 388, ex. 11, 13, 16, 17, 18, 19; 403, ex. 12; 405, ex. 29; 409, ex. 79; 404, ex. 23; 301, ex. 33-36; 308, ex. 117; 326, ex. 1; 407, ex. 54-58; 410, ex. 98; 412, ex. 117; 413, ex. 134, 135.

Integers—Page 366, ex. 12; 385, ex. 1; 388, ex. 1, 2, 3, 5, 7, 8, 10, 11, 13, 16, 17; 403, ex. 12; 410, ex. 91-92; 412, ex. 115; 404, ex. 23; 301, ex. 30, 31; 302, ex. 46; 303, ex. 63; 304, ex. 71; 305, ex. 78-83; 308, ex. 113; 403, ex. 9, 10; 408, ex. 70.

Decimal Fractions—Page 413, ex. 133; 259, ex. 7; 276, ex. 4-9; 299, ex. 7; 300, ex. 13-20; 302, ex. 40-42; 303, ex. 60; 304, ex. 73; 306, ex. 94; 309, ex. 127; 326, ex. 2; 406, ex. 39, 42, 45; 410, ex. 93; 412, ex. 114; 414, ex. 144; 366, ex. 10-14; 402, ex. 1; 294, ex. 1 through 19, omitting No. 10; 308, ex. 12; 403, ex. 11; 404, ex. 22; 407, ex. 55; 413, ex. 132, 133.

Select problems from Dubbs' Mental Arithmetic, pages 98 to 107. Omit the following, page 103, ex. 70; 106, ex. 108-110.

Omit page 105, ex. 94-97.

Omit, Walsh, page 405, ex. 37; page 415, ex. 147.

Emphasize the following: page 98, ex. 5; 100, ex. 24-29-33; 101, ex. 42-48; 102, ex. 50; 104, ex. 80; 106, ex. 107.

Six weeks of this work.

Percentage and its applications.

Drill in changing percents to fractional equivalents.

Four cases of percentage. Teach all applications of percentage in order named.

The assignment for the first term closes at page 237, using problems covering all applications taught.

Make selections from Dubbs' Mental, Section V, pages 163 to 174. Defer profit and loss problems till Second Term.

Note also the following list—Walsh—Review Problems

Percentage:

| | |
|-------------------|-----|
| Page 259, problem | 1 |
| “ 264, “ | 7 |
| “ 276, “ | 5 |
| “ 411, “ | 112 |

| | |
|--------|---------------|
| " 401, | " 115-116 |
| " 259, | " 2 |
| " 276, | " 3 |
| " 299, | " 5-9 |
| " 300, | " 21 |
| " 306, | " 97 |
| " 386, | " 6 |
| " 403, | " 13-19 |
| " 411, | " 105 |
| " 412, | " 116 |
| " 405, | " 38 |
| " 276, | " 5 |
| " 398, | " 63 |
| " 308, | " 120 |
| " 309, | " 128-130-124 |
| " 386, | " 15 |
| " 408, | " 67 |
| " 410, | " 102 |
| " 411, | " 104 |
| " 264, | " 1 |
| " 301, | " 27 |
| " 308, | " 114 |

B Assignment

Profit and Loss, Commission, Commercial Discount.

"A Study of Number"—first three exercises, Wash—pages 238-249.

Also the following list: Profit and Loss—page 236, 3; page 237, 9, 10, 13; page 275, 13; page 299, 5, 10; page 300, 15, 16, 23, 24; page 301, 28, 29, 34, 35, 37; page 302, 43; page 303, 50, 59, 63; page 304, 70, 71, 76; page 305, 84; page 306, 91, 92; page 307, 106, 107; page 308, 111, 112, 115, 116, 118, 119; page 309, 126, 131; page 326, 8; page 327, 9, 18; page 363, 3; page 364, 11, 13, 16; page 386, 14; page 400, 99, 100, 84, 86; page 401, 101; page 402, 5; page 403, 16, 17, 18; page 405, 32, 37; page 408, 66; page 411, 106, 111, 113; page 412, 118; page 414, 147.

Dubbs' Mental, pages 169 to 179. Drill for profit and loss.

Dubbs' Mental to Lesson XII, page 183.

Omit page 182, numbers 7, 8, 9, 10; page 181, numbers 22, 23; page 183, numbers 12, 13, 14, 16, 17.

Take the following problems in Wash's:

Commission

Page 264, 2-6; page 290, 3; page 298, 46; page 365, 6; page 386, 9; page 398, 62; page 403, 15; page 407, 53; page 405, 30; page 406, 52; page 399, 81.

Discount

Page 259, 5; page 304, 67; page 327, 11; page 395, 12; page 397, 39; page 407, 64; page 409, 83-87; page 400, 95.

A Assignment

Insurance, Taxes, Duties, Simple Interest:

Case I, including Amount.

Walsh, pages 238-243.

Dubbs' Mental, pages 183-185; 190-193; 197-202, with the following omissions: page 197, examples 5, 10, 15; page 198, examples 18, 20, 26, 31, 32. Omit all of pages 199, 200, 201.

Material for drill in Interest: Walsh, page 253, 252, 272, 300, 301, 303, 304, 307, 309.

Also the following examples from Walsh:

Page 327, 14; page 307, 102; page 406, 51; page 408, 75; page 400, 93; page 327, 17; page 386, 12.

Continue Study of Number—three exercises.

Review the assignment of the year.

Suggestions: Emphasize terse statements in concrete examples.

U. S. HISTORY**C Assignment**

Mace's History, pp. 1-76 inclusive.

Questions and suggested collateral reading found in Appendix may be used as teacher directs.

B Assignment

Mace's History, pp. 77-150 inclusive.

Use helps in Appendix as needed.

A Assignment

Mace's History, pp. 151-197 inclusive.

Make use of questions and suggested collateral reading at your own option.

GEOGRAPHY**C Assignment**

Natural Advanced Geography.

South America from page 105, second column, to page 111,

omitting correlations and comparisons, except the section on Industries.

Make the study of the following countries optional: Uruguay, Paraguay, Chili, Bolivia, and Equador.

Read from Carpenter's South America for further description of countries studied.

Eurasia from page 113 to page 117, making careful study of questions on Physical Features found on page 113, and using remainder of assigned pages as reading matter.

B Assignment

Natural Advanced Geography.

Europe from page 117 to Kingdom of Netherlands on page 125.

Carpenter's Europe, pp. 32-76, 186-215, 223-233, 234, 248.

A Assignment

Natural Advanced Geography, pp. 125 to Spain and Portugal, 129, *Kingdom of Denmark, *Kingdom of Norway and Sweden, *Monarchy of Austria-Hungary, *Kingdom of Belgium, Carpenter's Europe, pp. 133-156, 156-186, 271-301*, 249-271, 225-135*, 249-271, 85-117, 117-124*.

*Topics starred are optional.

Remarks—The above assignment is intended for schools in which there is but one grade. In cases in which two grades are in a room—say B and C, let the C pupils take the C assignment, while B pupils are excused for the term from Geography, using the time to prepare some lessons for recitation.

MUSIC

Classes consisting of one division will take the regular assignment for such division.

C and B division classes will take C assignment

B and A “ “ “ “ B “

A and C “ “ “ “ B “

When the A division of one grade and the C division of the next grade above are in one class take the work of the **lower grade**, excepting where a change of text book occurs, in which case, take the C assignment of the **upper grade**.

Do not confine the teaching of part songs to melody **only**. All the parts of a part song should be taught to convey the proper impression harmonically as well as melodically. Patriotic songs should be sung in unison. The signatures of all major keys should be memorized together with their relative minors.

All exercises and songs must be sung in the keys indicated.

If there is no instrument in the room the teacher should use the pitch pipe. Put special emphasis this term on tests in sight reading and give drill in key signatures and part singing. Teachers will please observe the outline carefully, commencing each assignment on the first day of each month. Memorize "America," "God Guard Columbia," "Columbia, the Gem of the Ocean," "Star Spangled Banner," verses 1 and 4.

C Assignment

MELODIC FOURTH READER

Reference, Manual, "Music in the Grades"

First Month

Solfeggio, page 11.
Studies in Minor, page 33.
Three Voice, page 69 exercise 3.
Songs, pages 30-58-59.

Second Month

Solfeggio, page 26.
Chromatics, page 22.
Studies in Minor, page 53.
Three Voice, Study page 71.
Song, page 45.

Third Month

Solfeggio, page 64.
Chromatics, page 31.
Studies in Minor, page 91.
Song, page 13.
Teach at least one song a month.

B Assignment

First Month

Solfeggio, page 56.
Studies in Minor, page 33.
Three Voice, page 69 exercise 3.
Song, page 30.

Second Month

Solfeggio, page 57.
Chromatics, page 43.
Study in Minor, page 53.
Three Voice, page 71.
Song, page 94.

Third Month

Solfeggio, page 67.

Chromatics, page 63.

Study in Minor, page 91.

Song, page 60.

Teach at least one song a month.

A Assignment**First Month**

Solfeggio, page 34.

Studies in Minor, page 33.

Three Voice, page 69 exercise 3.

Song, page 21.

Second Month

Solfeggio, page 77.

Chromatics, page 75.

Study in Minor, page 53.

Three Voice, page 71.

Song, page 85.

Third Month

Solfeggio, page 92.

Chromatics, page 99.

Study in Minor, page 91.

Continue the study of "How Lovely Are The Messengers."

Teach at least one song a month.

DRAWING AND APPLIED ART**Fall**

Draw flowers, fruit, vegetables and seed-pods. Pencil. Suggestions: Book 5, pages 17, 19, 20, 21, 22, 26; Book 6, pages 20, 22, 73, 86; Book 7, pages 22, 25, 27. Give the work both in outline and in mass.

Make units of design from plant forms. Suggestions: Book 5, pages 86, 90; Book 6, pages 67, 73, 75, 85, 86, 87, 92; Book 7, pages 22, 99, 115, 116. Arrange a sheet of these units. Save.

Make a mount for a quotation or picture. Use a corner decoration. The corner design can later be utilized in the manual training department. Save the stencils.

Winter**December**

Picture-study—Millet.

Make a Millet calendar or booklet cover. Use a surface covering as decoration.

January and February

Study of pictures—Millet, Daubigny, Troyon.

Make a picture-study booklet.

Draw objects in different positions. Pencil. Suggestions: Book 6, pages 52, 53, 54, 55, 56; Book 7, pages 58, 59, 60, 61, 63.

Spring

Draw groups of objects. Pencil and crayon.

Draw buildings. Buildings and landscape. Suggestions: Book 7, pages 54, 55, 56, 57, 86, 96, 3, 4, 5.

Trees. Twigs and flowers—Crayon and pencil. Suggestions: Book 5, pages 21, 22, 26; Book 6, pages 20, 21, 86; Book 7, pages 25, 27.

MANUAL TRAINING

BENCHWORK—BOYS

Drawing

Working drawing and sketching in connection with the projects constructed, involving the use of drawing board and instruments.

Design

Applied in form, surface decoration and color.

Study of Materials

Woods and various supplies used, their source, preparation and manufacture.

Projects

- 1 Two or three class projects, involving general principles, carefully constructed to given dimensions: Garden stake, cutting board, T square, game board, scouring board, flower pot stand, bracket, etc.
- 2 Rack problem: Project selected, designed, constructed and stained by the individual pupil: Fan rack, cup and saucer rack, pipe rack, tie rack, broom rack, dumb bell rack, whisk broom holder.
- 3 Picture frame: Study and selection of pictures, design and construction of frame, staining to harmonize with picture.
- 4 Box problem: Boxes for various uses, application of surface decoration in color.
- 5 Desk fittings: Ink stand, pen tray, blotter, stamp box, letter holder, candle-stick, etc. Design problem.
- 6 Various projects at the option of teachers and pupils.

HOUSEHOLD SCIENCE—GIRLS**C Assignment**

Introductory: Study of equipment, practice in measurements. Formulation of rules for dish-washing. Study of the care of the kitchen should supplement each lesson. This includes the use of sink, refrigerator, towels, woodwork and metals.

Preparation of the various cuts of meat and of vegetables. Simple analysis of the potato, digestion of starch and its use in the body. Marketing.

B Assignment

Cereals, Christmas lessons, vegetables, flour mixtures, beverages. Experimental lessons in leavens. Practice in writing menus.

A Assignment

Continue the practice in writing menus, estimating the cost of meals. Eggs, boiled salad dressing, simple desserts. Preparation and serving of breakfast, luncheon and dinner.

PHYSICAL TRAINING**C Assignment**

Lessons I to VI inclusive.

Beginning Sept. 5, on lesson I, devote two weeks to each lesson.

B Assignment

Lessons VII to XII inclusive.

A Assignment

Lessons XIII to XVIII inclusive.

Games as contained in syllabus of games.

Note—Whenever possible, conduct all gymnastics and games in the halls, assembly room or playground. If the playground is used, half time should be given to games. Here it is essential to take only the corrective exercises, which are on the front of the card.

PHYSIOLOGY AND HYGIENE

See special syllabus of physiology and hygiene.

EIGHTH GRADE DIVISIONS

READING

For English and German Pupils—Text-Book

- I Study as an introduction, Suggestions for Vocal Training under the heads, Inflection, Emphasis, Modulation and Figures of Speech as set forth in Part II of the Progressive Fifth Reader. Review the corresponding sections of Part I. These pages will themselves serve as good reading lessons for the opening week or two of school.
- II See that your pupils know how best to expel the column of air in order to produce a pure, rich, strong tone while the throat and upper chests are relaxed. This has not received enough attention.
- III The Progressive Fifth Reader contains in Part II forty-nine lessons. Three forty-minute periods per week, or its equivalent, for work in the intensive study of these basal lessons ought to enable the very good school to read them all within the year. We indicate the following as a requirement to be taken up in the order indicated: Lessons, 1, 2, 8, 20, *27, 36, *40, 5, 9, 11, 18, 21, 29, 37, *41, 42, 43, 6, 13, *17, *19, *30, 33, 44, 45, *14, *15, 23, 24, *38, 46, *4, 10, 22, *25, *34, *49.

Schools that find this assignment too heavy may omit the starred lessons. Schools capable of doing more may add all omitted lessons and lessons 34, 35, 45, 17, 16, 2, etc., in Part I.
- IV Memorize lessons *8, *9, 11, 14, *42, 46, *31, in Part II. Starred lessons may be omitted.
- V These lessons studied intensively furnish an opportunity for the increase of the vocabulary of your pupils. Encourage their sense of words and beautiful expressions.
- VI Eighth Grade Pupils should learn in reading not to depend too much upon the book. Complete freedom with consequent power is secured only when the pupil can look squarely into the faces of his classmates and say expressively and impressively the thing the book has in it.
- VII By taking only the minimum requirement of above assigned work in text-book, time may be found in this 120 minutes per week to enable the English and German pupils to read

together some of the interesting books of supplementary reading found in the different buildings. Teacher will select.

VIII The teacher should take part in every reading lesson, not only as a questioner of the pupils and a critic of their performances, but as a participator in the actual reading. She should set, as best she can, a model of clear, thoughtful reading, not what is called dramatic, but forceful and free. This is a requirement that is essential to the best results. See what is said under Supplementary Reading.

SUPPLEMENTARY READING

English Pupils

The purpose of our Supplementary Reading is to furnish pupils an opportunity to become acquainted with selections as a whole.

The following pieces from Williams' Choice Literature are to be given during the fall term as introductory to the longer selections to be taken up later:

- Burns', For a' That and a' That
- Byron's, The Battle of Waterloo.
- Carey's, An Order for a Picture
- Clemens' (Mark Twain), New England Weather
- *Curtis's, Who Was the Minute Man?
- *Dryden's, Alexander's Feast
- Dodge's (Gail Hamilton), Chicken's
- *Hugo's, The Carronade
- Kellogg's, Spartacus to the Gladiators
- *Macaulay's, The Trial of Warren Hastings
- Macaulay's, Horatius at the Bridge
- *Osgood's, Labor is Worship
- Richter's, The Two Roads
- *Shakespeare's, Othello's Courtship
- Tennyson's, Charge of the Light Brigade
- *Warner's, Back Log Studies.

The three forty-minute periods per week set apart in the time tables for supplementary reading are sufficient to enable a good school to master these sixteen selections thoroughly during the fall term. Schools able to do more may make selection of other numbers in the Choice Literature or elsewhere. Schools in which pupils have a more limited power in English may omit the starred lessons from the above list.

In as many schools as possible we desire that Dickens' Christmas Carol be read during December. In case there is not

a set of these books in any given school, excellent use may be made of a single copy to be read by selected pupils and by the teacher herself. During the winter term, the *Lady of the Lake* should be read by all Eighth Grade pupils as supplementary reading. Much of this poem should be read by the teacher, especially in those schools in which the imaginations of the children have not yet been quickened. If more than this can be done, the teacher may select, out of the list of supplementary reading found in the building, some books of her own liking.

The work during the spring term is *Julius Caesar*. This is to be read by all Eighth Grade pupils, whether English or German.

By taking the least requirement in the assignment of work in Williams' *Choice Literature*, teachers may at their option secure enough time from that set apart for supplementary reading to enable them to read in addition some story from the list of reading found in all buildings.

SPELLING

Two words are made prominent in each lesson. Their pronunciation, division into syllables, derivation, phonetic properties, oral and written spelling and meaning, are all to be made clear to pupils.

The teaching of a new word may be done by using it in a sentence; by definition or description; by giving a synonym or the antonym; by illustration with object, action or drawing, and by etymology.

Each lesson should have also from eight to twenty subordinate words taken from the text book or composition exercises. Systematic review each Monday should be made of the prominent words taught in this and in the lower grades. Frequent supplementary dictation, word-building and phonic exercises should be given. Spell much orally. In oral spelling indicate syllables usually in one of these ways:

By slight pauses

By pronunciation of syllables

By repronunciation of syllables.

Teach a little daily, test thoughtfully, drill intensively, and follow up words misspelled persistently.

C Assignment

Champion Spelling Book, Section VI, lessons 1 to 60 inclusive; supplementary exercise I.

B Assignment

Champion Spelling Book, Section VI, lessons 61 to 120 inclusive; supplementary exercises, II and III.

A Assignment

Champion Spelling Book, Section VI, lessons 121 to 160 inclusive; supplementary exercises, IV to IX inclusive, Annual Spelling Contest, I, II, III, IV, V, and VI; N. E. A. Spelling Contest, oral and written, and pronunciation contest.

GRAMMAR**C Assignment**

Complete any omitted work in Chapter VII.

Grammar Leaflet, pp. 33-36.

Continue throughout the term the Analysis of Sentences. Grammar Leaflet, pp. 49-51.

Chapter VIII of Scott and Southworth's Grammar. Omit all classes of adjectives except Limiting and Descriptive.

Drill pupils on Prefixes, Suffixes and Stems found on pages 356-363, using in the C Assignment about one-third of each of the three lists.

B Assignment

Scott and Southworth's Grammar, Chapter IX and X.

Grammar Leaflet, pp. 36-45 (Word Forms).

Grammar Leaflet, pp. 51-57 inclusive. Analysis and Interpretation.

Slow schools may modify the work in Analysis if Assignment is found too heavy.

Drill pupils in Prefixes and Suffixes, and Word Stems found on pages 356-363, using not to exceed the first two-thirds of each list. Schools not able to do the two-thirds may take the first third.

A Assignment

Scott and Southworth's Grammar, pp. 200-243.

Omit discussion of Subjunctive Mood and Case as a Relation unless the school is able to include these parts of appendix.

Review principal parts of verbs.

Grammar Leaflet: Use Exercises selected from Parts I and II for review in uses of words.

Grammar Leaflet, pp. 58-79. Select poems for Analysis and Interpretation.

Drill pupils on Prefixes, Suffixes, and Word Stems found in Appendix. The last third of these will be the assignment ultimately for the A division. This year, 1911, it can only be said that teachers may do as much as they can with the word-building.

GERMAN

Lessons marked * are not to be taken by weak classes.

C Assignment

Reading—Höheres Viertes Lesebuch, Eclectic Series. For careful reading and discussion, lessons 62, 77, 83, 101, 108, 129. For rapid reading, lessons 98, 119, 146*, 172*. Lessons 77 and 83 to be memorized.

Conversation—To be carried on in connection with reading. Phraseology of daily life to be continued. See seventh grade.

Language and Grammar—General review of declensions—nouns, pronouns and adjectives. Compound and complex sentences. Conjunctions.

Translation—Oral and written. Selected from reading matter and conversation. Application of grammatical principles learned during the term. Supplementary book for teachers, Ahn-Henn, Part Three.

Composition—Oral and written. At least one written exercise every three weeks. Topics to be taken from reading-matter, from pictures, or from the every day experience of the pupil. One letter each term.

B Assignment

Reading—Höheres Viertes Lesebuch, Eclectic Series. For careful reading and discussion, lessons 63, 79, 93*, 99, 124, 128, 130, 157. For rapid reading, lessons 87, 104, 144*. Lesson 157 to be memorized.

Conversation—See C Assignment.

Language and Grammar—Review of principal parts of strong verbs. Separable and inseparable verbs. Prepositions governing the genitive. Complex sentence—its construction. Transposed order of words.

Translation—See C Assignment.

Composition—See C Assignment.

A Assignment

Reading—Höheres Viertes Lesebuch, Eclectic Series. For careful reading and discussion, lessons 72, 86, 89*, 103, 125, 142. For rapid reading, lessons 67*, 107, 168. Lesson 142 to be memorized.

Conversation—See C Assignment.

Language and Grammar—The passive voice. Review of conjugations and prepositions. Review of syntax.

Translation—See C Assignment.

Composition—See C Assignment.

ARITHMETIC

C Assignment

Review Seventh Grade, Walsh, pp. 387-394; Dubbs', pp. 98-107; Fractions, Denominate Numbers, Interest.

Walsh, pp. 415-430, Algebra.

Walsh, pp. 310-328; Ratio, Proportion, Partnership. Omit p. 322.

Dubbs', Section IV, Lesson I, 44 problems; Lesson II, 15 problems; Lesson III, 25 problems.

B Assignment

Leading topics besides the reviews:

Involution, Evolution

Applications of Square Root; Square, rectangle, triangle.

Mensuration

Areas: triangle

Areas: quadrilaterals, rectangle, square, trapezoid

Areas: circle

Lesson V, entire.

Lesson VI, *8. Rest good later.

Lesson VII, 13 to 26, also 1-4.

Walsh, pp. 430-440, Algebra.

Walsh, pp. 328-358. Omit pp. 337, 338, 346, 347, 348, 349, 351, 352, 353.

Walsh, problems, pp. 365-366. Omit numbers 16, 18, 19.

Walsh, problems, pp. 395-415. Omit on page 402, numbers 3, 6, 8, 20, 25, 50, 71, 124, 126, 129, 137, 142.

Dubbs', Section VI, lesson V, 17; lesson VI, 8.

Dubbs', Section VII, lesson I, omit numbers 11, 12, 13, 14, 15, 16, 17, 18, 24, 26.

A Assignment

Leading topics besides the reviews:

Mensuration: Surface: right triangular and rectangular prisms and cylinders.

Volume: right parallelepipedon and cylinders

Algebra—page 430

Dubbs', Section IV, lesson 12. Many problems can easily be algebraically solved. Omit numbers 6, 10, 22, 26, 32, 35, 36, 42, 53, 55, 57, 60, 61, 62, 66, 67, 68, 71, 74, 85, 87, 89, 90, 94, 97, 98, 100, 102, 104, 105, 106.

Walsh, 346, 347, 348, 351.

General Review. Algebra and Arithmetic of first and second terms with stress laid on mechanical work.

Business Forms assigned to writing period.

WRITING

Movement drills

Arm movement in all written work

Speed tests

Business forms, notes, drafts, etc.

U. S. HISTORY

C Assignment

Mace's History, pp. 198-294 inclusive. Paragraphs 313, 315, 317, 319 and 320 are optional.

B Assignment

Mace's History, pp. 295-385 inclusive. Paragraphs 411, 424, 425, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 457, 464, 465, 469, 470, 471, 473 and 476 are optional.

A Assignment

Mace's History, pp. 386-469 inclusive. Paragraphs, 502, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 521, 524, 526, 527, 557, 558, 559, 560, 573, 574, 582, 583, 584, 585, 590 and 591 are optional.

Note—The teacher will make use of the questions, and suggestions for collateral reading found in the appendix to the Mace History.

The questions will be found helpful to pupils in the preparation of the lesson.

In the recitation, teacher will use both topical, and question-and-answer methods. No one method should be persisted in until it becomes formal and monotonous. Collateral reading should be encouraged. The text of our book, however, should be thoroughly mastered.

GEOGRAPHY

C Assignment

Natural Advanced Geography, pp. 12-22; pp. 129-133; Kingdoms of Italy and *Greece; Empire of Russia.

Carpenter's Europe, pp. 311-361 (Russia); *381-392 (Greece); 392-428 (Italy).

B Assignment

Natural Advanced Geography, pp. 23 to Winds, 25, 5-7, 135-143. China, Siberia, Hindustan and Japan.

A Assignment

Place, Industrial, and Commercial Geography of U. S. and Canada.

First eight minutes of each lesson to rapid drill in place geography, limited to important physical features, boundaries and cities of the U. S. in particular and of more important countries of the world in general.

Review of U. S. with regard to physical features and climatic conditions, determining the corn belt, wheat belt, cotton belt, grazing, fruit growing, lumbering, mining, manufacturing and commercial centers.

Review primary industrial processes; milling of cereals, meat packing, making of leather, making of cotton and woolen cloth and the making of iron and steel.

Review relations and trade routes between different centers of production in the U. S. and trade routes, and relations between U. S. and the more important foreign countries.

To avoid needless repetition of work in cases where there are two divisions in a room—say B and C, and the B's have had the C Geography, they may be excused from the subject for the term, using the time during which the C's are reciting as a study period, preparing such lesson as will best fit in with the daily program.

* Topics starred are optional.

MUSIC

All Divisions

Refer to Manual—"Music in the Grades." Review fundamentals. The whole matter of Key and Meter signatures should be reviewed **daily** in connection with the music lesson. In three and four parts songs the music is so arranged that alto voices may take the **lower** part with bass voices.

At least one new song should be taught each month, paying particular attention to songs with bass part. There being only seven exercises for the year, all should be taught in order of assignment. Commence each outline on the first of each month. Memorize "God Guard Columbia," "Columbia, the Gem of the Ocean," "America," and verses 1 and 4 of the "Star Spangled Banner."

Patriotic songs should be sung in unison, all other songs in parts.

| | | |
|-----------|-------------|---|
| September | page 100 | Exercises 1 to 11, Song, p. 101. |
| October | " 100 | Exercises 11 and 12, Songs, pp. 172, 122. |
| November | " 103 | Exercise 1, Songs, pp. 218, 129. |
| December | " 103 | Exercises 2 and 3, Song, p. 220. |
| January | " 107 | Exercises 1, 2 and Solfeggio, Song, p. 200. |
| February | " 109 | Exercises 1, 2, Songs, pp. 140, 150. |
| March | " 121 | Three-part Exercise, Song, p. 252. |
| April | " 151, 189. | |
| May | " 114, 152. | |
| June | " 100 | Exercises 1 to 11, Song, p. 160. |
| July | " 100 | Exercises 11 and 12, Song, p. 236. |
| August | " 103 | Exercise 1, Song, p. 129. |

DRAWING AND APPLIED ART

Fall

Draw flowers, fruit, seed-pods. Pencil. Suggestions: Book 5, pages 17, 19, 20, 21, 22, 26; Book 6, pages 20, 22, 73, 86; Book 7, pages 22, 25, 27.

Make units of design from plant forms. Suggestions: Book 5, pages 86, 90; Book 6, pages 67, 73, 75, 85, 86, 87, 92; Book 7, pages 22, 99, 115, 116. Arrange a sheet of these units. Save.

Make a postcard book. Use a border as decoration.

Winter

December

Make a book cover or a calendar. Use a surface covering as decoration.

January and February

Draw objects in different positions. Pencil. Suggestions: Book 6, pages 52, 53, 54, 55, 56; Book 7, pages 58, 59, 60, 61, 63.

Draw groups of objects. Pencil and crayon.

Spring

Draw buildings. Buildings and landscape. Suggestions: Book 7, pages 54, 55, 56, 57, 86, 96, 3, 4, 5.

Interiors of buildings. Perspective. Decoration.

Study of noted buildings. Suggestions: Book 5, pages 58, 59, 62; Book 6, page 58; Book 7, pages 16, 62, 102, 103.

Twigs and Flowers. Pencil or crayon. Suggestions: Book 5, pages 21, 22, 26; Book 6, pages 20, 21, 86; Book 7, pages 25, 27.

MANUAL TRAINING

BENCHWORK—BOYS

Drawing, Design, Study of Materials. See seventh grade.

Projects

- 1 At least two class projects requiring careful work in three dimensions: Coat rack, towel rack, sleeve board, etc.
- 2 Book or magazine rack for table or wall. Design problem.
- 3 Design and construction of furniture, adapted to the needs and abilities of the pupils: Stools, tabourets, stands, tables, chairs, cabinets, cases, etc.

HOUSEHOLD SCIENCE—GIRLS

C Assignment

Preservation of food: Canning peaches, pears, tomatoes, jelly, sterilization.

Preparation of such combinations of food as could be used for a meal, cream soups.

Laundry work: Removal of stains, preparation of starch, washing and ironing.

B Assignment

Flour mixtures, simple desserts, infant feeding, invalid cookery, preparation and serving of breakfast.

A Assignment

Cooking in fat: Rice croquets, French fried potatoes.

Salads: Mayonnaise dressing, French dressing, a seasonable salad. Lunch Box.

Fish: Baked and boiled, with appropriate sauces.

Home sanitation: Plumbing, cleaning of traps, care of bath room.

Home nursing: Making bed, care of sick room, simple treatment of cuts and burns.

Preparation and serving of luncheon and dinner.

Ice cream, sherbet.

PHYSICAL TRAINING

C Assignment

Lessons I to VI inclusive.

Beginning Sept. 5, on lesson I, devote two weeks to each lesson.

B Assignment

Lessons VII to XII inclusive.

A Assignment

Lessons XIII to XVIII inclusive.

Games as contained in the syllabus of games.

Note—Whenever possible, conduct all gymnastics and games in the halls, assembly room or playground. If the playground is used, about half time should be given to games. Here it is essential to take only the corrective exercises, which are on the front of the card.

PHYSIOLOGY AND HYGIENE

See special syllabus of physiology and hygiene.

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